OCTOBER 1970 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Today's Education

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GMI automotive engineering professor Jim Bay has a hobby that does 10 "sph."

Muzzle loading rifles. It isn't exactly the fastest way to become a sharpshooter, because "sph" stands for "shots per hour."

Jim Bay is chairman of the automotive engineering department at the General Motors Institute in Flint, Michigan.

On weekends for the past 12 years Jim's been tinkering with muzzle loading rifles. The kind that Davy Crockett used. Jim doesn't wear buckskins (his get-up is more army surplus), but he builds his own rifles (he made one pictured here), and collects them (he owns a number of muzzle loading rifles and pistols).

In competition Jim shoots about 10 shots an hour. Not fast, but Jim's accurate. With his .50 caliber he can hit a 2-inch circle at a 100 yards. He was 1967 muzzle loading champion in Michigan.

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Today's Education

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Volume 59, Number 7, October 1970

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This month's cover

From this issue of TODAY'S EDUCATION, you can learn about the many things Unesco does, about experiments with rats that may lead to a new understanding of human learning, about the nation's number-one crippling disease, about programs for unwed pregnant high school girls. . . .

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$3.5 Million Federal Program Provides Education About Drugs

Environmental Factors May Lead to Labeling Children as Retarded

"Sesame Street" May Offer Series for Older Children

More American Teachers Drawn to Positions in Australia

Minority Group College Freshmen Increase in Midwest, Study Shows

College Students Sue To Recover Funds for Time Lost During Strike

NEWS AND TRENDS

$3.5 Million Federal Program Provides Education About Drugs

A $3.5 million program to train school personnel in the fundamentals of drug education has been initiated under the direction of the U.S. Office of Education. The funds will be used, USOE officials said, to set off a chain reaction designed to reach virtually every teacher and school administrator in the country by the end of this school year.

The federal program will also create a National Clearinghouse for Drug Abuse Information and Education and provide close cooperation of the Law Enforcement Assistance Administration with citizen groups.

Environmental Factors May Lead to Labeling Children as Retarded

Environmental factors are causing large numbers of American school children to be classified as retarded, experts at a government-sponsored conference have concluded.

Meeting under the sponsorship of the President's Committee on Mental Retardation and the U.S. Office of Education's Bureau of Education for the Handicapped, some 90 educators from all levels came up with seven recommendations to deal with what they call the six-hour retarded child—"retarded from 9 to 3, five days a week, solely on the basis of an IQ score, without regard to his adaptive behavior, which may be exceptionally adaptive to the situation and community in which he lives."

The conferees called for action to (a) provide early childhood stimulation, education, and evaluation as part of the continuum of public education; (b) conduct a study of histories of successful inner-city families who have learned to cope effectively with their environment; (c) restructure education of teachers, administrators, and counselors and retrain those now in the field; (d) reexamine the present system of intelligence testing and classification; (e) commit substantial additional funding for research and development in educational improvement for disadvantaged children and youth; (f) thoroughly delineate what constitutes accountability, allocate sufficient funds to carry out the responsibility entailed, and hold the school accountable for providing quality education for all children; and (g) involve parents, citizens and citizen groups, students, and general and special educators in a total educational effort.

"Sesame Street" May Offer Series for Older Children

The Children's Television Workshop, producer of *Sesame Street*, may offer a reading series for older children. The Workshop is studying the feasibility of a program starting in the fall of 1971 for children in the 7-to-10 age group.

The second season of *Sesame Street* begins November 9 on 250 stations and will continue daily for 30 weeks. Workshop spokesmen said the format and the target audience of children from 3 to 5 years old would remain the same, with continued emphasis on the educational needs of the disadvantaged child.

Meanwhile, the three major commercial TV networks—ABC, CBS, and NBC—are reexamining their children's shows. All three networks have added or named new persons to be in charge of children's programing. Changes can be expected in the Saturday morning schedule of the three major networks.

More American Teachers Drawn to Positions in Australia

Many American teachers are apparently eager to teach "in the happy country down under."

The New South Wales Education Ministry, which used these words in advertisements in seven major U.S. cities, said it has received inquiries from 9,000 American teachers. The Ministry called the response astonishing.

An additional 1,500 inquiries resulted from one advertisement in Canada.

Minority Group College Freshmen Increase in Midwest, Study Shows

A survey of 129 four-year colleges and universities in the Midwest shows that the number of minority freshmen increased 25 percent from 1968 to 1969 and may increase another 30 percent this fall. The College Entrance Examination Board made the survey.

Among major types of institutions, nonselective public colleges had the lowest proportion of minority freshmen in 1969 (3.7 percent); private liberal arts colleges had the highest (5.6 percent).

College Students Sue To Recover Funds for Time Lost During Strike

Sixteen George Washington University students have filed a $1 million lawsuit against the Washington, D.C., university to recover tuition they said students lost during

High School Students Choose Moderate Leaders To Respect

"Follow Through" Enrolls 65 Percent More Pupils

Boy Scout Resolution Lauds NEA

Some Southern Schools Reported Having Trouble Getting Insurance

Many Teachers Use Magazines for Supplemental Instruction

Names in the News

NEA Reporter Gives Association News

the four-day student strike last May.

They are asking reimbursement of $75 to each of the university's 14,000 students for the class time lost during the strike. The suit, filed in the District of Columbia Court of General Sessions, contends that the university failed to fulfill its contractural obligations when it canceled classes and prevented tuition-paying students from advancing their education.

High School Students Choose Moderate Leaders To Respect

Do high school students have a streak of conservatism in the midst of the much-publicized youth revolt against the establishment?

A recent survey of nearly 4,000 high school juniors and seniors across the country would suggest an affirmative answer. In a poll conducted by the Electronic Computer Programming Institute to determine the 10 living Americans high school students most respect, the students ranked President Nixon first, followed in order by parents, Bob Hope, Neil Armstrong, Edward M. Kennedy, teachers, no choice, Billy Graham, Spiro Agnew, and Bill Cosby.

"Follow Through" Enrolls 65 Percent More Pupils

Follow Through will enroll nearly 65 percent more poor children this school year than it did last year, the U.S. Office of Education has announced. Follow Through is the federal education program that focuses on primary pupils who have completed the Head Start preschool program. Some 60,000 youngsters will be enrolled in 1970-71 Follow Through classes as compared with 37,000 in 1969-70.

In addition to refunding existing projects in 144 locations, Follow Through is adding 11 new communities this year. All 50 states, the District of Columbia, and Puerto Rico are represented in the program.

Boy Scout Resolution Lauds NEA

The Boy Scouts of America, meeting this past summer, adopted a resolution expressing appreciation to NEA for cooperation extended to Scouters over the years. The resolution says, in part, that "whereas the NEA and its leadership have held in high esteem the Scout program and regard it as an extension of the classroom . . . the National Council of the Boy Scouts of America . . . records its appreciation for this recognition of Scouting as an educational force in the lives of boys."

Some Southern Schools Reported Having Trouble Getting Insurance

Raised rates, reduced coverage, and canceled policies are insurance difficulties being experienced by some of the public schools that are desegregating in the South. The prospect of racial troubles in the schools is not the only reason, a *New York Times* report says. Insurance officials also cite increased losses from vandalism, storm losses (such as last year's heavy damage from Hurricane Camille), and general student unrest.

Of seven states surveyed, Mississippi appeared to be having some of the worst problems. The other states were Alabama, Arkansas, Florida, Georgia, Louisiana, and South Carolina.

Many Teachers Use Magazines for Supplemental Instruction

How many teachers use magazines as supplementary instructional aids in high school? Seventy percent, according to a survey made by Scholastic Research Center for the Education Committee of the Magazine Publishers Association.

Furthermore, magazines lead all other media in supplementary classroom use, according to the survey. They are not only the most widely used teaching aid when compared with the older media, such as supplementary books and newspapers, but also when compared with the newer audiovisual, programed, and broadcast media.

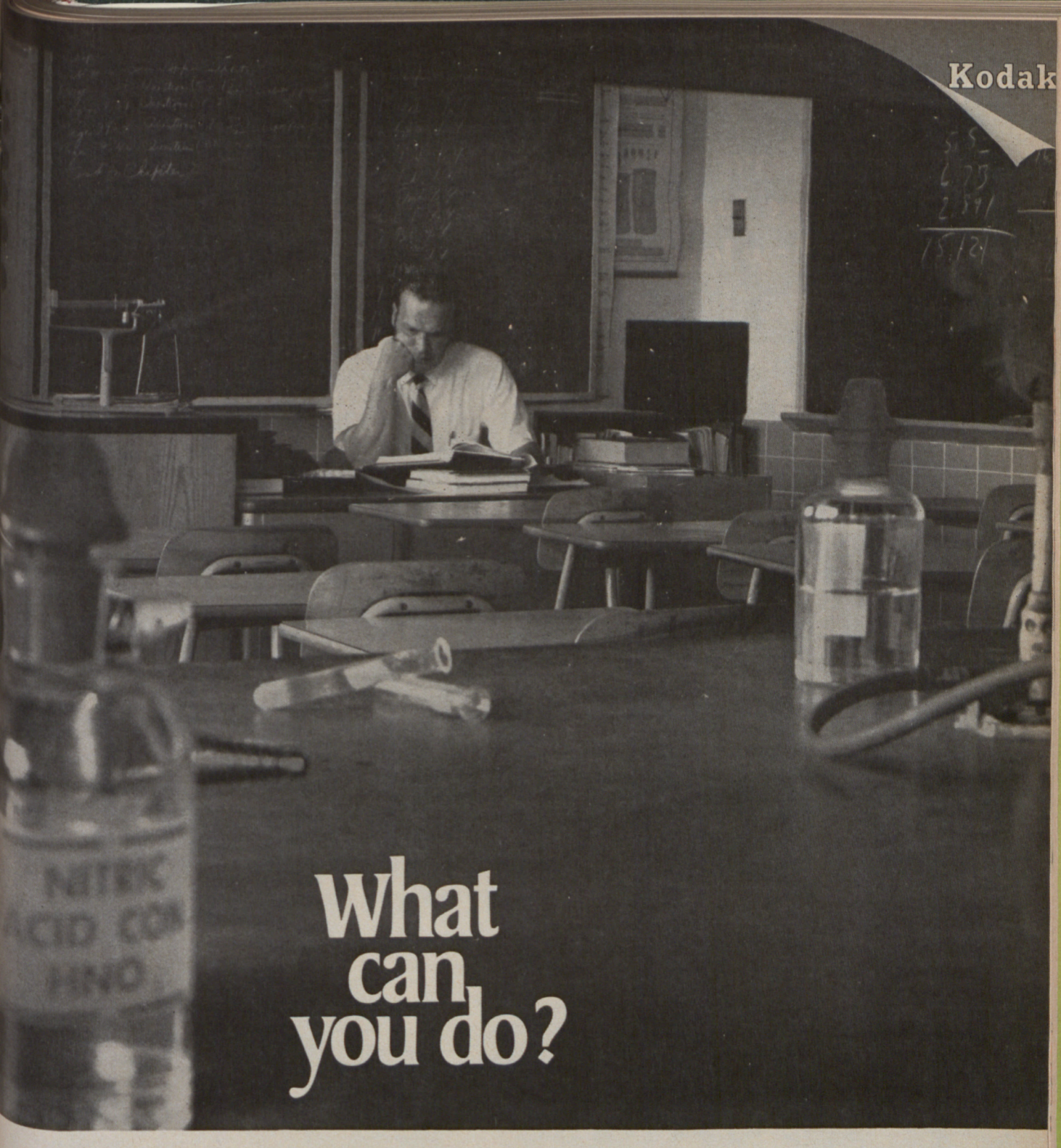
Names in the News

Walter W. Straley, vice-president of the American Telephone and Telegraph Company, has been named chairman of a National Reading Council to focus and coordinate the national Right To Read effort. Other Presidential appointments to the 40-man council include NEA Executive Secretary Sam M. Lambert and Harold H. Eibling, president, American Association of School Administrators.

Former U.S. Commissioner of Education Harold Howe II has been named a Ford Foundation vice-president in charge of the Foundation's Division of Education and Research.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.



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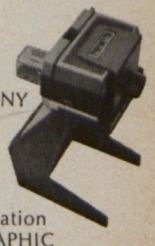

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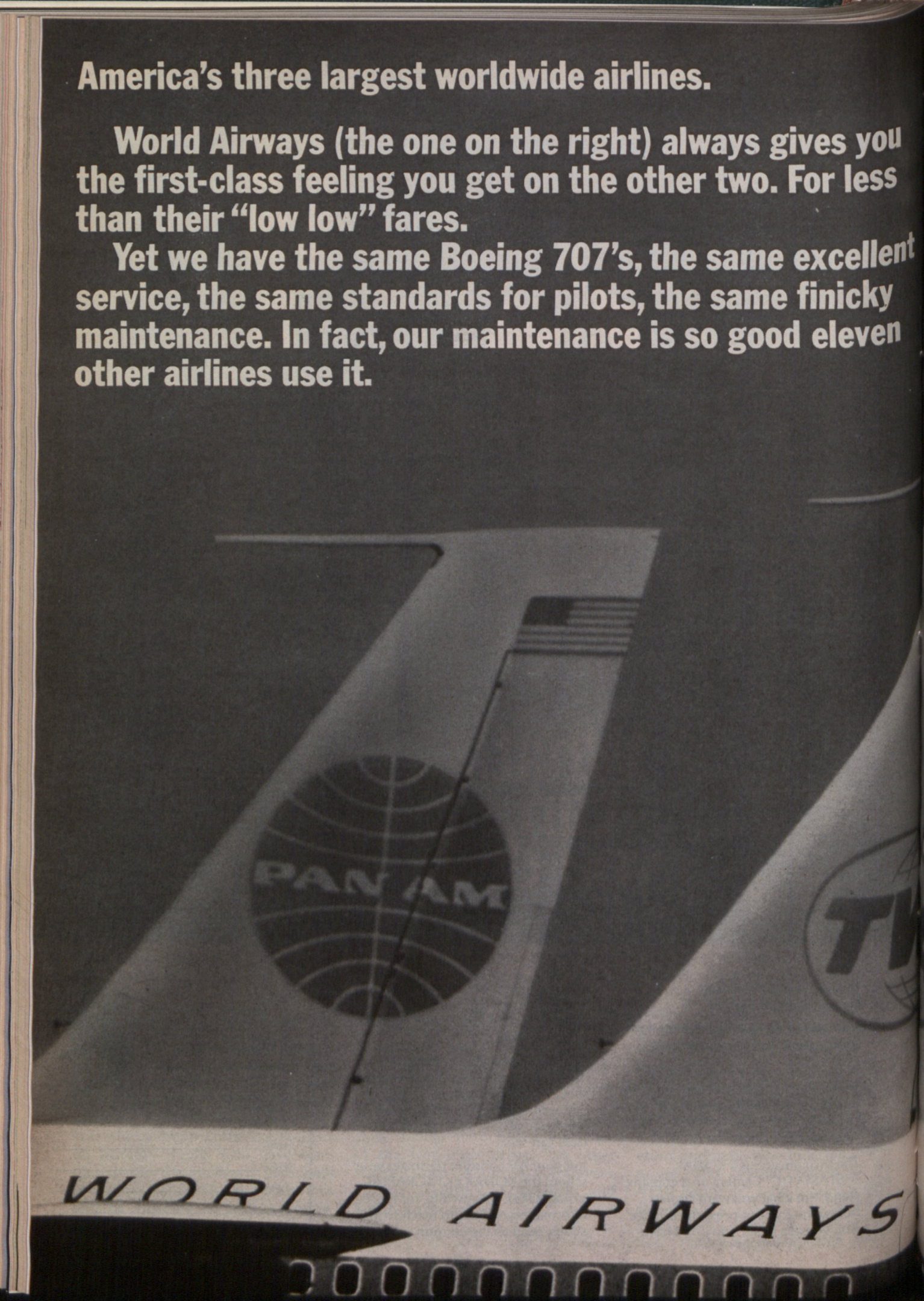

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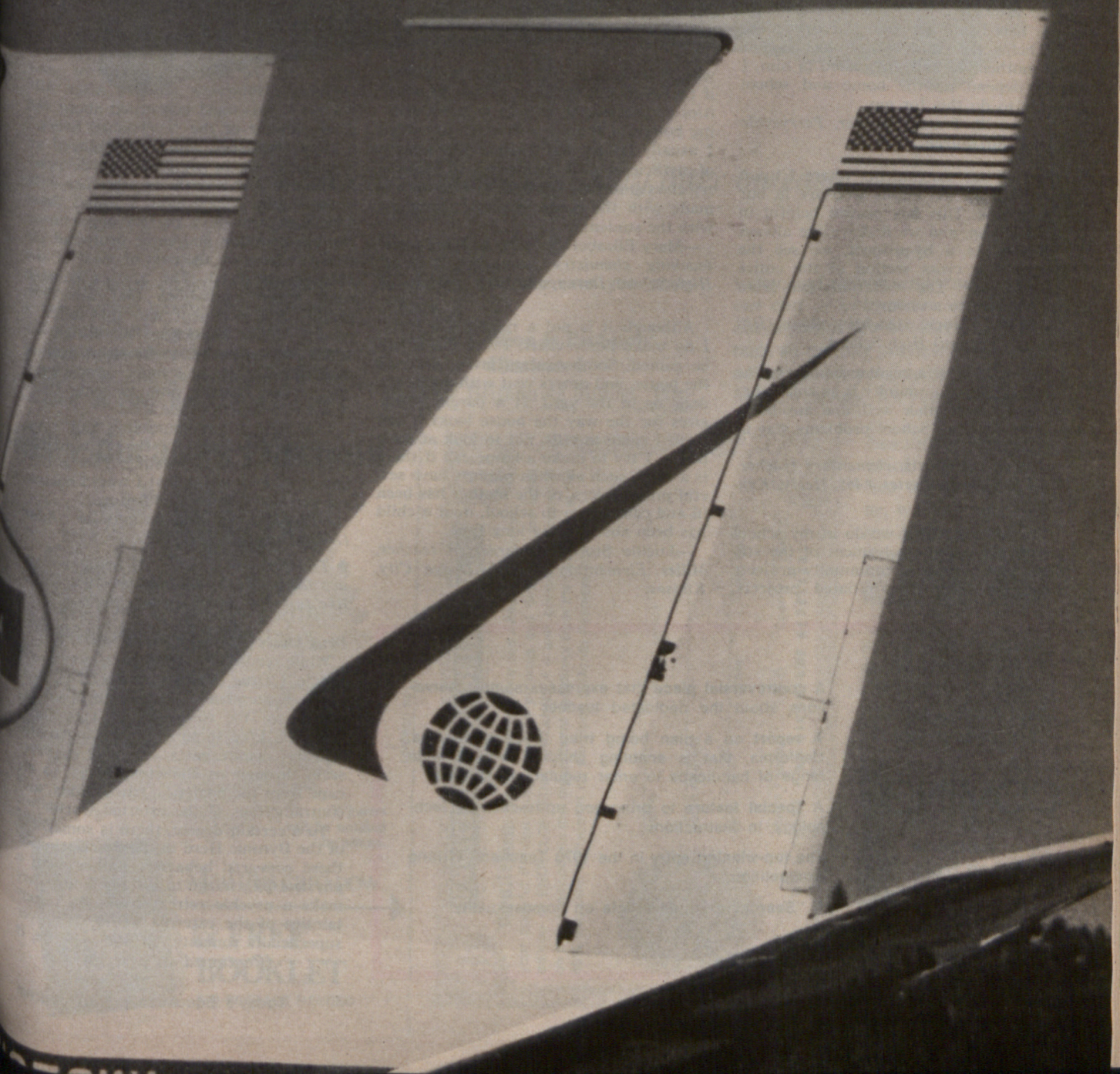

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This feature is an open forum for Today's Education *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

Home Visiting

✦ *As a followup to "Home Visits" by Gunnar Horn (September 1970), teachers in various parts of the country were asked if home visiting was required or encouraged in their school systems. Following are some of their replies:*

We do some home visiting in our school. If a pupil needs help and is not very cooperative, I occasionally take him home after school to report to his parents. This I find gets parent cooperation, and helps the child realize that teacher and mother are both interested in him. I can't depend on the home and school visitor to do this for me.

—Alma W. Textor, *teacher, Perrysville School, Pittsburgh.*

Part of our assignments where I teach is to visit all the pupils who are in our homerooms. This has proved helpful in our teaching, and we find we are always welcome. As a by-product, we see the homes of a cross section of the entire student body. The visitations last from five minutes to an hour.

—Emma Hope, *teacher, Rock Hill (South Carolina) High School.*

We don't have a regular home visiting program. Our community is so small that we know each other well, and any home visits are social. School problems stay at school.

—Mary Lou Doris, *elementary teacher, Unified School District #468, Healy, Kansas.*

The home visiting we do in my school results from the involvement of the students and parents in community projects stemming from class-initiated projects. Parents are interested in what we are doing and invite us to their homes. I find this relationship a healthy one. If a student has real or potential personal problems, this type of communication often prevents difficulties at school. This summer our environmental projects brought about a tremendous cooperative effort between parents and other citizens.

—Dorothy McIver, *teacher, eighth and ninth grade science, Sierra Vista (Arizona) Junior High School.*

Visitation is purely voluntary. It can make a real difference. I just drop in at a pupil's home—usually when the youngster is having disciplinary problems.

—Edward L. Holloway, *industrial arts teacher, Audubon Junior High School, Cleveland.*

The counselor in our school is the one who visits homes and reports back. But if the teacher is involved in special activities or courses, he usually ends up visiting homes of those involved. In my case, I usually try to visit many of the homes of my Science Club members and chemistry class students. I find the more contact made with the home, the more rapport with the student.

—Mary Elizabeth Sievert, *APP and team teaching chemistry instructor, Central High School, Davenport, Iowa.*

Although it is not a required activity, I do make home visits. I feel much can be gained. Some parents invite me into the house, and others visit with me at the door or in the yard. If a parent apologizes for the way the house looks, I tell them I came to visit, not to look at their house. I try to make a home call if there is a need, such as when parents have several preschoolers, or the mother has been ill and can't come to school, or if a child has been absent for a long time.

—Lucille Stotts, *kindergarten teacher, Miller Elementary School, Dodge City, Kansas.*

Singapore Exhibit

Not long ago when my husband and I visited the National Library in Singapore, we noted a lobby exhibit honoring International Education Year. How pleased we were to see that the first items in the first glass case were a 1965 NEA Journal and a February 1970 issue of Today's Education. The NEA was represented in other cases too.

—Lucile W. Ellison, *recently retired as executive secretary, NEA Committee on Citizenship; now on a world tour.*

Plaudits for Culture

In my opinion, the most interesting feature of Today's Education is the series, "Searching Mind."

Teachers try to see that their pupils develop into whole persons. Similarly, there is something to be said for professional periodicals' gearing some content to the person, rather than to the professional.

—Florence Staller, *Winnetka, Illinois, public schools.*

Comment on Unfinished Story

Although I was in agreement, in general, with the reported results of your readership interview study ("After All"—May), I was most concerned about the poor showing of the "Unfinished Story."

The "Unfinished Story" has played an important role in my fourth grade reading groups each month. As a teacher with a counseling background, I found these stories to provide a perfect opportunity for introspection and some profound decision making on the part of most of the students involved. The stories consistently supply situations that are real, earthy, and pertinent and that offer a predetermined direction in which to travel during our discussions. A few of them are directed at a higher grade level, but we are usually able to scale these down to a fourth grade level.

This year I am counseling full time, and look forward to the "Unfinished Story" for group counseling. This is only one of many reasons that I would encourage you not to drop this feature.

—Terry D. Stimson, *counselor, Adak (Alaska) on Base School.*

◆ *The Unfinished Story is being continued for at least one more year. We would like to have further comments.*

Drug Users as Converts

While reading Dr. Malcolm's interesting article ("Drug Abuse and Social Alienation"—September), I was impressed by a sense of the romantic spirit of these *converts.* Like some of their nineteenth-century counterparts, today's *converts* seek, through psychoactive drugs, to escape from the anxieties, frustrations, and contradictions of the external world.

To a certain degree, there is something of the Byronic Hero in the description of these *converts'* behavior. Rather than a physical pilgrimage to distant lands, they make a psychic retreat from the uncertainties of the external world. However superficially romantic an *ASC* may be, it

(*Continued on page* 10)

COMING

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(*Continued from page 8*)

is self-defeating. One cannot separate pain from pleasure, despair from hope, for living means a recognition and an acceptance of the existence of these dualities.

"No, no, go not to Lethe, neither twist
Wolf's-bane, tight-rooted, for its poisonous wine;"

—James E. Logue, *chairman, Department of English, Williamsport (Pennsylvania) Area Community College.*

Student Okays Unrest Article

The fact that students were asked to talk about student unrest and its causes made the article, "What's Troubling High School Students?" (September), particularly interesting to me, and a welcome relief from articles written by adults on the same subject. Being able to hear such a variance of ideas and goals from members of my peer group certainly helped me to broaden my own ideas upon this subject.

My friends and I have often sat down to talk about our school. A statement by Eric summarized what we have found to be the major shortcoming of our own school—the educational system is built around the teacher as the authority.

As one who hopes to become a teacher myself, I label this shortcoming as an inherent weakness of our educational system today. The teacher must, of course, maintain discipline to the necessary extent, yet he should always remember that he is there to help tomorrow's leaders and not to exhibit how much power he wields.

—Suzee Vlk, *senior, Warren Central High School, Marion County; president, Indiana State Future Teachers of America, Indianapolis.*

Letterheads for Teachers

I am writing to enlist the support of the NEA in making the use of letterheads more widespread among members of the teaching profession.

Letterheads are useful for identification, prestige, and advertising, and to lend authority to what one communicates. Usually, a teacher may use the stationery of his school if the subject matter is official business. But teachers must often write letters not directly related to their schoolwork.

Of course, any teacher can have his own letterheads printed, but this might make him appear more self-seeking than his profession desired. Therefore, I believe it would be a fine idea for the NEA, through its Special Services program, to make such letterheads available at reasonable cost. By so doing, NEA would establish their appropriateness and provide the prestige necessary for their success.

—Robert M. Haage, *teacher of history, Montclair (California) High School, Chaffey Union High School District.*

◆ *What do other teachers think about this suggestion?*

TEACHER IN POLITICS

A professional services consultant of the California Teachers Association (CTA), Bettye R. Smith, has won election to the Board of Trustees of the Compton (California) Unified School District. She had originally been elected to the Compton City (Elementary) School Board, on which she served one year as vice-president. When that board dissolved due to unification, she ran successfully for the unified board.

Miss Smith, a life member of NEA, is a former teacher of mentally retarded children. She has been president of the Enterprise Teachers Association, a chapter of CTA, for the past two years.

Recently, the Southeast Area Coordinating Council presented her with the WHO (We Honor Our Own) award for her outstanding service to education and the profession.

A member of the CTA State and Southern Councils, Miss Smith also serves on a special committee for developing state guidelines for school desegregation. She has been vice-president of the Compton Council on Human Relations.

—Ted Bass, *professional services executive, California Teachers Association.*

FOR YOUR INFORMATION

HELEN BAIN, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of TODAY'S EDUCATION (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1971 NEA Convention: June 27-July 2, Detroit.

American Education Week—October 25-31, 1970. Theme: Shape Schools for the 70's.

NEA membership, May 31, 1970: 1,100,155.

NEA officers and headquarters staff: See NEA HANDBOOK pages 8-13; and inside back cover. NEA resolutions: HANDBOOK, pages 64-83.

NEA divisions, special projects, commissions, council, committees: HANDBOOK, pages 92-160.

NEA departments, national affiliates, and associated organizations: HANDBOOK, pages 161-214

NEA dues: Active Membership $25 a year. Associate Membership $25. Life or Associate Life Membership $500 each or $55 a year for 10 consecutive years. Retired Membership $2 a year. Educational Secretary Membership $10 a year. Student NEA Membership $2 a year through Student NEA Chapters only. Reserve Membership $12.50 a year.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, DC 20005; see HANDBOOK, pages 403-405.

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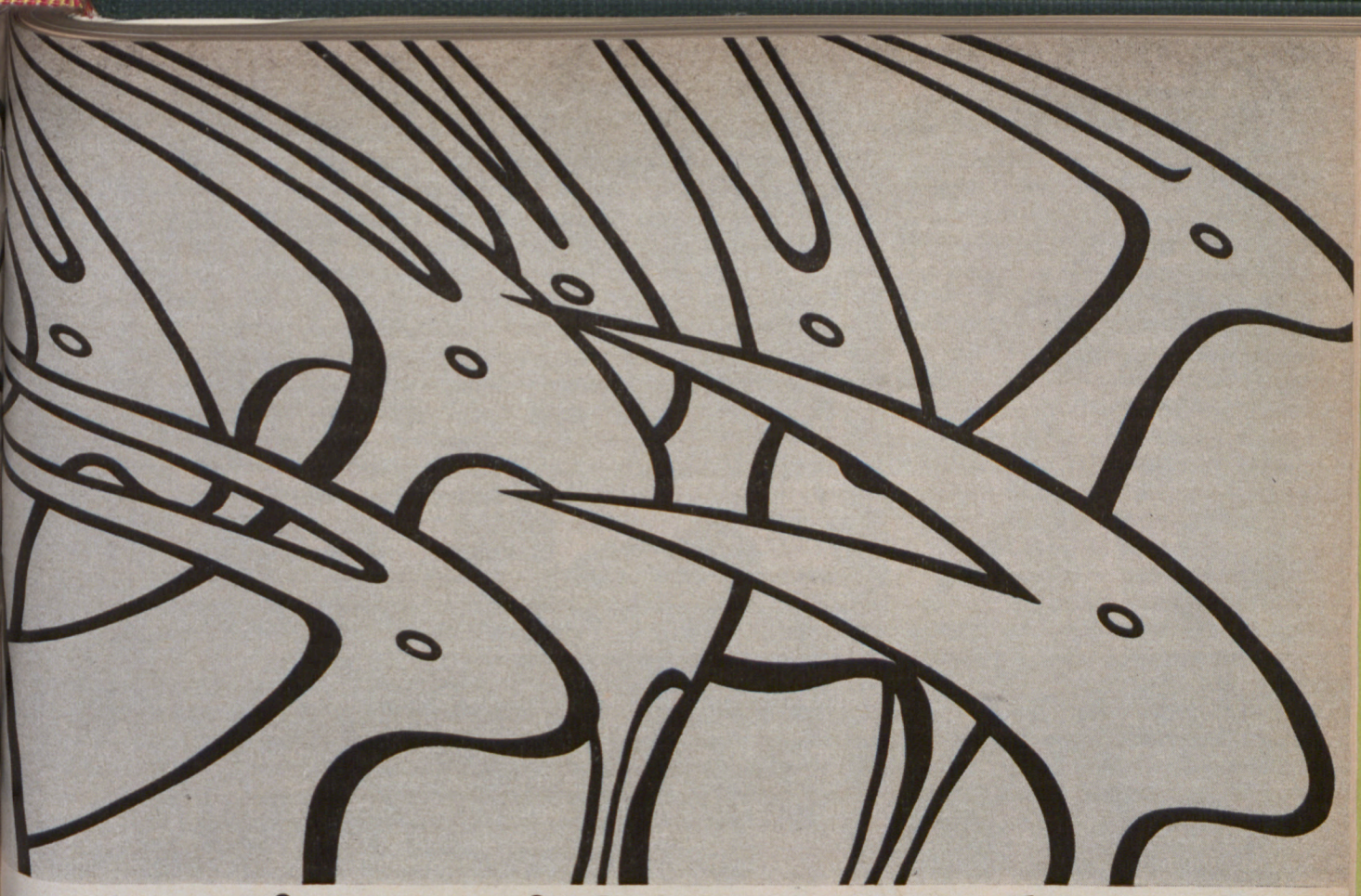
"Sometimes it's a bird,

In both drawings, the figure at the lower right is identical. But in one group it looks like a bird in a flock of birds, and in the other, an antelope in a herd of antelope. The point is, context or background often determines the way we see things.

Illusions like these play an interesting part in special teaching aids created by psychology teacher Miss Patricia A. Rainey. Here's how they're helping her students at Cleveland State Community College in Cleveland, Tennessee, become more involved in their study of perception.

"It's the experience that counts."

"It's a little scary to realize how much we can be fooled by what we see. I want my students to experience that because it proves how important



Sometimes it's an antelope."

erception is, and how much we rely on it.
hen they see illusions, they personally feel the
icks being played on their own perception.

Special booklets build interest."

n order to show the full effect of illusions,
wanted each student to have his own copies.
any illusions need to be moved or turned,
d projectors or blackboards don't let you do
s very well. So I gathered a good variety
illusions on stencils, and used our duplicator to
ake special booklets for everyone in the class.

Perception means something to them now."

ather suddenly I'm finding out our campus is
ll of students who want to know more about
rception. In fact, my office is becoming the focal
int for philosophical 'skull sessions' on
y we see things the way we do—and how
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Selection Classroom

ZILPHA W. BILLINGS, *director, Teacher Assistance Team Project, Flynn School, Burlington, Vermont.*

□ **In the days when I did much substitute teaching,** I realized that the teacher talk I heard in many different schools often centered around problem children—the slow child, the lazy child, the daydreamer, the underachiever, the emotionally disturbed child.

As I listened to the discussions, I wondered whether methods of teaching were at least partly responsible for these children's problems.

When later I became the regular teacher of a fourth grade classroom, I ran head on into the problem children I had heard about in the teachers' lounge. Most of my pupils were eager to learn, but a few of them had already turned school off and tuned teachers out. I wondered why this should be the case with boys and girls who were only nine years old.

When I questioned children about their turned-off, tuned-out attitudes on school, they acknowledged such reactions as "afraid of seeming dumb" and "afraid of teachers."

Their responses bothered me, and, as time went on, I kept asking myself: are there teaching methods that can enable *all* children to develop a positive self-image? How can I develop a classroom situation that will build *all* children's self-confidence and self-esteem?

I began to find an answer to my questions while teaching a sixth grade at Flynn School in Burlington, Vermont, under a fine principal who believed that teachers often had better ideas than the textbook manual and encouraged and supported them in being creative. This atmosphere fostered the development of what I later called the "self-selection laboratory."

As the classroom climate changed from emphasis on teacher to emphasis on pupil, I was excited and amazed to see changes in pupils' attitudes toward themselves, each other, and me. It seemed a big step to me when pupils were freed to select *which* story they'd read *first* in a basal reader. It was an even bigger step when they could select which story they would *not* read in the text. The step to individualized reading was easier as I became aware that boys and girls wanted to read about *living*—not stories with unreal endings.

I had experienced the satisfying, exciting results of offering children the opportunity to learn without the pressure to do so at a teacher-set time. So, when the call came from the school administration, "Put ideas into action," I was ready to draft a proposal for organizing and putting into effect a self-selection laboratory for a year. The superintendent and the school commissioners approved the proposal. I was off!

The first experimental year began with a completely heterogeneous group of 40 sixth graders and a teacher aide. Early in the school year I arranged meetings with the students' parents to explain the self-selection concept. When parents understood that the student's choices were not in the area of whether to work or not, but rather what subject he'd work in at what time and with what materials, with the goals of self-motivation and development of good study habits, they felt safe to let their children try.

I explained self-selection goals to the school staff and asked for their appraisal as the year went on. Any program that is pioneering in relatively new and unknown areas usually creates anxiety and fear—fear of failure, fear of what others will think and say. Self-selection was no exception, but the positive attitudes, concern, and understanding of all the staff and my teacher aide made the first year a relaxed, fulfilling one.

In an orientation workshop at the start of school, the students and I planned together to develop an understanding of the privileges, responsibilities, and duties each member must assume. We discussed the role of the teacher as catalyst, resource person, guide, and friend and the student's role as a unique individual with his special strengths, needs, goals, and purposes.

The teacher aide and I instructed the students in the proper use of all media in the classroom. I helped them acquire procedures for evaluating their own learnings and identifying their own needs. Each child received curriculum guidelines to help him establish his goals. Because of the wide diversity in students' abilities, I took care to provide meaningful guidelines within which all children could meet varying degrees of success each day.

To facilitate maximum use of all materials, I divided the curriculum into four areas: language arts, mathematics, science (man's place in sciences), and social studies (a problem approach to man and his world). I collected the materials for all these areas with totally individualized teaching in mind. Consequently, reading levels of the materials started with a low fourth and advanced in some cases to college level.

I also prepared a short, concise summary of minimum achievements in each area to help the student find out where he presently was and where he might hope to go. Thus, a student who might be working on fractions in the math area could take the following routes: (a) any one of as many math books as I could

For a more detailed description of "The Self-Selection Classroom," see the spring 1970 edition of *Keeping Up with Elementary Education*, published quarterly by the American Association of Elementary-Kindergarten-Nursery Educators, an NEA national affiliate. Reprints of the original article are available at 25¢ each. Order from NEA-Publication Sales Section. Stock No. 282-0882.

obtain with a teacher's edition for self-correcting, (b) a game dealing with fractions, (c) an electric fraction board, (d) matching equivalent fraction line, (e) solving teacher-prepared, real-life problems dealing with fractions, (f) constructing and putting up a teaching fraction bulletin board, (g) discovering with manipulative fraction pieces, (h) working with a programed prepared kit on fractions, (i) working through a visual package of transparencies on fractions, (j) making and solving his own fraction problems, (k) selecting a peer to teach or to be taught by, (l) listening to a tape while watching a filmstrip on fractions, (m) working on a page from a teacher-prepared, programed math kit. This example typifies our attempt to have many different media for doing the same thing successfully so each child could find a way that worked best for him.

By means of portable room dividers, we organized the room into four flexible areas: mathematics, science, language arts, and social studies. To facilitate free flow in the classroom, we replaced desks with tables and stacking chairs.

Pupils preplanned their day within varying blocks of time according to their needs and interests. For evaluation we used many kinds of testing. Sometimes the teacher alone did the evaluating; sometimes the pupil alone; sometimes the two *together*.

The pupils selected the area they worked in, the materials they used there, and the length of time they stayed before moving on to another area. Each student worked through his preplanned schedule until he encountered difficulty, at which time he requested help. Changes in the original planning occurred as pupils gradually began to comprehend the actual degree of their involvement in the classroom.

The interest and response of fellow teachers was rewarding: By the end of the first year, several levels were trying self-selection. As the second year continued, more and more teachers were experimenting with various methods of adaptation. Those who elected to change were both experienced teachers and new teachers, ranging from kindergarten through sixth grade. Their approaches to self-selection varied with their experience and daring.

Interested teachers began to collect curriculum material for one area at a time. Since only regular budget money was available for this project, teachers became very creative in finding many ways to reach the same end. They pored through trade catalogs to find more materials to meet children's diverse needs. We divided books and existing materials among many classrooms. In individualized teaching, no area needs materials for more than six or eight pupils at a time. Thus we could divide many programed kits equally among two or three rooms.

Teachers began assembling a variety of work sheets from as many sources as possible to set up their own programed kits. They made some work sheets into transparencies to use on an overhead projector or at a child's seat; others, they covered with X-ray film or laminating film to be written on directly and then erased. Each kit provided many levels of nonconsumable, sequential-skill-development practice sets.

When a teacher had collected enough materials in the area in which he felt most comfortable, he talked over the change with his students, and self-selection began. Once a small beginning had occurred, evolvement into total self-selection seemed inevitable, for teachers feel rewarded when they see busy, happy children working responsibly.

As I visit classrooms where self-selection is in effect, I see many common values that I believe are important to children while they seek new knowledge and skills. Let me share these with you:

- The atmosphere is relaxed and happy as thirty or more youngsters work on their own, communicating ideas with the low busy hum of a beehive.
- Instructional grouping is flexible. Large group instruction and participation occur when they prove to be more effective than individual instruction. Grouping in self-selection may be teacher- or student-initiated to meet a particular goal. No grouping is permanent as the children's rates and levels change from day to day and from week to week.
- Individualized reading is used to help each child reach his potential. Mini-books, made by taking apart basal readers and color coding a paper cover for each story according to reading level, allow each child on any level to become involved with a book the first day of school.
- As often as possible, the carefully selected curriculum materials are self-directing (to let a student feel his own inner strength) and self-correcting (to immediately reinforce correct work habits and to help him assess his need to ask for assistance).
- Students organize their day. Children on the primary level work with a weekly schedule in planning their day. During pupil-teacher conferences they set reasonable goals for daily achievement. Children must be helped to determine what they ought to learn. When a child consistently avoids an important area, the teacher helps him understand its value and encourages him to undertake it in a way that interests and concerns him.

Intermediate-level children accept the responsibility of writing their own schedules each day. The teacher offers exactly as much help as each child needs in order for him to become proficient at this.

- Grouping is heterogeneous. We deliberately group each level heterogeneously according to chronological age to create a mini-world in which real-life problems arise and can be handled with the help of an alert teacher.
- The children have time to think new thoughts uninterruptedly, to envision unknown frontiers, to create in styles peculiarly their own, to question established ideas and facts, to decide *who* they are and *what* they are in their world.

Now, if you agree that all children can and want to learn, all children can identify real purposes for learning, all children can learn to identify their needs, all children can be self-directing in their learning, all children can learn to evaluate their own learning, then, self-selection may be for you. □

STUDENTS IN THE STATEHOUSE

JOHN B. ARONE, *carpentry instructor, Rindge Technical School, Cambridge, Massachusetts.*

□ **"In a nation where the teen-agers are supposed** to be car crazy and loaded with pot, a good many of us are interested in government," says William Hourihan, a senior at Rindge Technical School in Cambridge, Massachusetts, last year.

William's economics and U.S. government teacher, Anthony Bruno, agrees. Fortunately for his classes, finding innovative ways to involve students in current problems is a "usual" thing for Mr. Bruno. For years he has helped students become more aware of the Massachusetts penal system through actual visits to a prison. There, members of his classes hear firsthand reports from the inmates on how NOT to act in today's society.

During their study of the topic *eminent domain* last winter, the 38 boys in Mr. Bruno's classes evolved an idea: A tenant forced to vacate a rented house or apartment should be guaranteed financial aid from the state to cover moving expenses and the cost of the first month's rent at a new address. (Study revealed that in most cases involving eminent domain only the owner of property taken in this way is aided.) Tenants forced to move because of eminent domain are entitled to first-class citizenship consideration, the boys agreed. But, as William Hourihan put it, "What can a bunch of high school kids do about this?" He and his classmates decided to make the answer to that question, "Plenty!"

With Mr. Bruno's encouragement, the students set out to take action via due process of law by petitioning the Massachusetts Legislature. The class drafted a bill, and State Senator Francis X. McCann, from Cambridge, agreed to introduce it. In time, a measure labeled S529 was scheduled for an official hearing before the Joint Judiciary Committee of the Commonwealth of Massachusetts.

William recalls what happened next. "Now we really went into action. It was a tough job to prepare for the hearing. When the big day came, Mr. Bruno took us to the Statehouse. Only nine students actually spoke, but I feel we all demonstrated excitement, enthusiasm, and persistence."

William's classmate, James Bell, explains why persistence was needed. "We had little or no experience in wording the bill. One Committee member gave us severe, though perhaps deserving, criticism and some helpful advice. To tell you the truth, I was quite ill at ease when I got up to speak. I'd be less nervous another time," he adds.

"My knees were shaking," admits Paul Nichols, also a class member. "I felt some of the legislators looked unfavorably at our bill, even though we were sure our class was the first in Massachusetts to succeed in presenting a vital, adult measure originating at a high school."

Committee members often interrupted the testimony, pointing out that many existing laws covered the subject of eminent domain. Instead of writing a new bill, the class could have filed an amendment to an existing law, they explained.

However, the students continued to argue in favor of their measure, pressing the point that suitable premises for tenants must be found *before* they were forced to vacate. One student said: "A government that sees fit to take property should compensate fully the tenants who must leave their homes."

In an effort to win support for their bill, the students circulated petitions and also invited 280 state legislators to visit their school and have lunch with them. (Twelve came.) The invitation read: "We would be honored to associate with you, our elected officials, and we want to focus your attention on Senate bill number 529."

What were the outcomes of this endeavor in terms of the lessons learned and the hope for future student involvement? Let's hear from William. "The bill has a long way to go before it becomes law," he says. "But we've done something, and we're going to do more—in the right way. This continuing experience makes school a real part of my life now and for the future." Paul agrees. "Educationwise, this experience was incomparable to any other in my life," he states.

Anthony Bruno echoed these sentiments in talking with reporters. "The students' efforts," he told newsmen, "represent youths' yearning to be involved. This was a lot more than an exercise in student government; S529 was the real McCoy—official. Maybe there would be fewer student protests if legislatures at least listened to youth." □

POLICE IN THE SCHOOLS

"Today George Washington is an armed camp. Students are carefully checked in by guards as they enter through a single gate. Inside the school they face helmeted policemen, 40 ringing them as they eat in the cafeteria, clusters in the lobby, more on the stairs and in the corridors. Outside there are more signs of seige: paddy wagons, police motorcycles, police-chartered buses, rows of police on the street across from the school and on rooftops. No other institution except a prison is so heavily guarded." This description of a beleaguered New York City high school in April 1970 is fortunately not typical.

OPINIONS DIFFER

Relatively few high schools have become armed camps, and these few not for long. At the same time, urban high schools are making increasing use of the police, sometimes with police actually officed in the school and accepted as regular staff members. This trend raises serious questions about what the relations between school and police should be.

Is it appropriate to have:

Field trips by students to police headquarters?

Visits to the school by police teams to explain the work of law enforcement in club meetings and assemblies?

A policeman directing traffic in front of the school?

Police in the school assisting in driver education?

Uniformed officers assigned to schools for counseling and crime prevention?

Plainclothes officers assigned to the school for crime detection and counseling?

The reader's response to these questions will undoubtedly be influenced by his own image of the police, by his past experience at his own school, and by the current mood of calm or anxiety in his school and community.

In recent years as delinquency and crime rates have soared, a variety of plans for school-police cooperation have been introduced and the movement seems to be spreading.

One of these plans—the assigning of regular police officers or detectives to full-time duty in public schools in a fourfold program of education, prevention, investigation, and rehabilitation—is not entirely new. Atlanta has had its school detective program for 38 years; Flint, Michigan, its School-Police Liaison Program for 12 years; and Tucson, Arizona, its School Resource Officer (SRO) Program for seven years. Minneapolis and Louisville, Kentucky, now have similar programs, and St. Louis is one of many cities that

DONALD W. ROBINSON, *associate editor,* Phi Delta Kappan.

maintain a Police-Community Relations Division with a substantial school visitation program.

At least two dozen school systems now maintain their own security forces, frequently recruited from former policemen. Whether or not these security guards wear police uniforms is usually left to the discretion of the building principals, most of whom prefer plain clothes.

No one knows to what extent police are involved in the public schools. (This information may be forthcoming in the findings of a survey of police chiefs in approximately 2,200 cities of over 10,000 population that the International City Management Association is currently conducting.) We do know, however, that, when the International Association of School Security Directors held its first annual convention at Ft. Lauderdale last spring, representatives of 70 organizations (schools, school districts, and related institutions) attended.

One reason for the interest in police programs in the schools is the rising rate of juvenile delinquency. Beneath this pressing reason lies a more substantial social and educational goal—the urge to combat the growing image of the policeman as the adversary and to reestablish the bygone picture of the policeman as the "friendly cop on the beat." Anonymous officers cruising in a squad car have tended to obliterate the "friendly cop" image.

Some believe the school is the place to attempt such image-forming, because youth is the time when basic impressions are formed and school is the place where nearly all youth are to be found. Further, if respect for law remains a trait to be inculcated in youth and if schools wish to relate their programs to the "real world," what is more natural than the involvement of law enforcement officers in citizenship education?

Evidence indicates that social studies teachers do a mediocre job in interesting adolescent boys and girls in legal rights and responsibilities. Teachers expound on the Constitution and the Bill of Rights and moralize over social responsibility and obedience to law. This tends to turn students off. They want to know specifically what their legal rights and responsibilities are. (Can an officer search my car without a search warrant? What is the law for minors in regard to borrowing? Marrying? Drinking? Buying a car?) Police liaison officers are usually better informed than teachers on these matters.

The goals of the school-police programs are variously stated. The Atlanta statement is typical: "To promote good citizenship among students, foster an attitude of respect for the personal and property rights of others, cultivate within students a spirit of law observance, safeguard their moral and physical welfare, and protect the physical properties of the Atlanta Board of Education."

In planning this "Opinions Differ" feature, the editors, as always, made a serious attempt to obtain definite pros and cons. Despite this, most of the material turned out to be on the pro side. We feel sure, however, that there must be strong arguments waiting to be expressed on the other side and urge our readers to send in some of them for possible use in a later issue.

The organization and operation of police-school programs vary somewhat from city to city. In Flint, a key feature is the counseling team, composed of teachers, psychologists, counselors, administrators, and the police liaison officer assigned to that school.

The latter is a member of the city police department as well as a member of the team. He is assigned to the specific area, has an office in the school, is paid partly by school funds and partly by the city. He does not wear a uniform and has no authority for discipline per se within the school. His main concern is with problems of delinquency. Teachers, administrators, team members, members of the city police department, or others make referrals to him. He handles cases involving petty larcenies, assaults, loitering, destruction of property, breaking and entering, auto thefts, and runaways. Since he is assigned to one area of the city, he becomes familiar with trouble spots, family patterns, and any abnormal situations in the area.

As a member of the counseling team, he: (a) contributes helpful information to the team about individuals, neighborhoods, and families; (b) helps make early identification of delinquent behavior; (c) confers with parents, pupils, and members of the community on predelinquent and delinquent behavior; (d) represents the police and courts as a consultant in law enforcement and juvenile procedures; (e) presents an informative petition to the court when this step is necessary.

Flint also has a School-Police Cadet Program that involves 1,300 boys and 200 girls in 24 elementary schools and 2 junior high schools. (They also have 12 senior high school cadets who assist in the program.) Cadets select their leaders, who are designated as captains, lieutenants, or sergeants. They meet weekly after school and attend a monthly program with their parents to talk with city officials, such as the chief of police and the mayor.

In St. Louis, the Police-Community Relations Program includes a number of school activities. Officers visit each Head Start program as frequently as possible to teach pedestrian safety. Four uniformed officers are assigned full-time duty, visiting grades one to three to explain safety measures and police activities. Two officers who are similarly assigned to grades four through eight place special emphasis on the harmful effects of narcotics. Officers make periodic visits to high schools to conduct assembly programs on law enforcement.

Explorer Posts with special interest in law enforcement are established in cooperation with the Boy Scouts of America. A Youth Council, with representatives from each class and the school newspaper from every high school, meets monthly at police headquarters to plan for improved education and law enforcement. The Police-Community Relations Program works to provide summer employment for boys under 16, conducts police-cruiser tours for boys, sponsors the Community Athletic League, and supports Teen Clubs.

Some persons and groups are concerned about having police in the schools because of the potential

hazards of intimidation and invasion of privacy.

Four years ago the southern chapter of the Arizona Civil Liberties Union, in opposing extension of the Tucson SRO program, listed among the possible perils: the indiscriminate interrogation of students; the interrogation of students without the presence of parents or school authorities; the establishment of a network of informers; and the use of police officers as school disciplinarians. Another fear was that the police counselor may preempt the role of the school psychologist. These dangers are real and must be guarded against. However, as the American Civil Liberties Union points out in its excellent booklet, *Academic Freedom in the Secondary Schools*, "Where disciplinary problems involving breaches of law are rampant, schools cannot be considered sacrosanct against policemen and the proper function of law officers cannot be impeded in crime detection."

School-police cooperation programs are no easier to evaluate than any other educational effort, but most of the school administrators and police officials who have been involved in such programs seem to be enthusiastic. Furthermore, many principals who were skeptical at the outset have become supporters.

Police and school officials at Tucson claim that their program has sharply cut delinquency, reduced truancy, and increased the respect for all legitimate authority.

A former FBI agent from Minneapolis, now safety director in Louisville, where he is introducing a school-police cooperation program, is confident that the Minneapolis program has helped to prevent law-breaking, discourage troublesome groups of young dropouts from disrupting schools, and let students know firsthand that the police are there to help, not to harass them.

A 1968 report of the first two years of operation of the Police-School Liaison Program in five junior high schools in Minneapolis presented overwhelming evidence of the success of that program and its acceptance by students, teachers, administrators, police officials, parents, and the general public, with the result that the board of education and the city council voted to continue and expand the program.

Questionnaire studies indicate that students in cooperating schools had better attitudes toward police than students in control schools. Staff reaction was positive in every cooperating school, with teachers reporting that the program objectives were being accomplished and that they were glad to have the officers in the school. Every principal paid high tribute to the police liaison officers. Parents and other citizens were equally complimentary.

One Minneapolis principal said, "Our liaison officer has been assigned to this school for two years. He has an office situated close to the general offices and students constantly seek him out for advice and counseling. He is no longer referred to as a 'cop' or the 'fuzz.' When our students address him, he is referred to as 'Joe' or 'Mr. ————————.'"

Another principal reported, "Our liaison officer is helping tremendously in placating unhappy adults in the neighborhood who have complaints about the conduct of students outside of school."

There would seem to be little question of the appropriateness of school-police cooperation in civic education and crime prevention. In my opinion (one shared by many others), we can hardly exempt the police if we are committed to taking the school out into the community and bringing the community into the school.

I believe that some kind of joint effort by schools and police to create a wholesome respect for legitimate law and legitimate authority is highly desirable if we are to achieve the national unity we seek, if we are to attain the goal of a common striving for the betterment of society with maximum individual freedoms tempered by respect for the rights and freedoms of others. Needless to say, each community should be free to decide without undue pressures whether it wishes to inaugurate a school-police liaison program, and, if so, what kind. □

Resolution 70-26 of the NEA Representative Assembly says that "improved human relations is essential to the school environment." To improve human relations in the schools, the Association has called for several improvements, including, among others, "the development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies," and "the training of police in behavioral sciences, sociology, and human relations to encourage an enlightened approach to law enforcement."

MORE POINTS OF VIEW

I believe that a community resource police officer has a legitimate role to fulfill in a public school. As the community and the schools develop new avenues of cooperation, the police can provide explanations of the law to educators and students. Because of recent court decisions on students' rights, it is now necessary for all schools to clarify and refine the procedures to be followed in investigating violations of the law.

The school community resource officer assigned to our school has served a constructive and legitimate function in and about the school. In addition to attending to violations of the law and conducting seminars on the law, he has organized a Law Enforcement Club and has been involved in PTA, civic, and faculty activities. One of the major results of our program has been an improvement in the relationship between the young citizen and the police.

Schools may perform their functions more efficiently when community agencies, such as police departments, work together with the schools to achieve society's goals.

—**Joseph Macekura,** *principal, Thomas Jefferson Junior High School, Arlington, Virginia.*

Perhaps the most significant reason why communities throughout the nation are not succeeding in their desperate attempts to resolve critical social issues is their failure to come to grips with the basic causes of the problems.

Few people will quarrel with the use of police in schools in meeting well-defined academic objectives. Beyond this, however, regardless of how the officers assigned to schools are employed, their involvement can only be interpreted as a need for outside law enforcement services. The responsibility for obedience to established rules and regulations of a school is an all encompassing one because it rests with students, parents, and teachers, as well as with the school administration and the community.

If one were to examine a school requiring the presence of policemen, he would probably observe: a school "loaded" with first-year teachers; a school where few of the teachers reside in the school neighborhood; a school with limited teacher involvement in extracurricular activities; a school that fails to involve students in meaningful decision-making roles; a school with a "do-nothing" PTA that knows little about what's really happening in the school. He would probably also find: a school beset with racial problems; a school with limited community services or resources; a school where defeated bond issues have resulted in poor facilities and programs; a school handicapped by an insensitive, unresponsive school board.

Certainly the whole question of police in the schools would never be raised if parent-child relations were sustained at a meaningful level in the home, if parents and students shared in the desire and the effort to correct school and community ills, if schoolmen were more responsive to student needs by designing more exciting and relevant curriculums, and if the entire community recognized the necessity to deal with the root causes rather than the symptoms of the many problems facing them today.

—**John W. Mosley,** *special assistant to the Assistant Secretary for Administration, Department of Health, Education, and Welfare.*

U. S. Grant High School in Portland, Oregon, has a program similar to the one in Flint: A policeman who is not uniformed and who has no authority for discipline per se works toward crime prevention within the school. Many students and some faculty in this large high school, which has a student population of 2,600 (12 percent of them black), are unaware of his presence. However, those students who are troublemakers know he is there.

As a counselor, I find this plainclothesman unobtrusive and a stabilizing force in the school—an individual who works to prevent problems. Actually, counselors have very little, if any, direct contact with him; the vice principals make any referrals to him. He stays in the background, talks with students, and works mainly with those who have committed assaults or thefts.

—**Elva K. Newcomer,** *counselor, U. S. Grant High School, Portland, Oregon.*

I agree with some of Mr. Robinson's observations. There is a definite need for better rapport between law enforcement officers and students. The lack of understanding between them is the result of shortcomings on both sides. The students are not entirely to blame for their attitude toward law enforcement officers and the so-called establishment. I feel that parents and the school and other social institutions are partly responsible for the negative attitude that

the students reflect toward the law enforcement officers.

My position on the question of the police in the schools is reflected in the policy we have in Washington, D.C. The first responsibility of the police is to protect the students, the faculty, and the citizens residing in the area surrounding the schools, and to protect the property of the schools and of the citizens. The second is to inform the students of their responsibilities to society in relation to the law and to explain the responsibilities that law enforcement officers have to students and society.

Our "Officer Friendly" program is an example of how we try to achieve part of our second objective. It is geared to inform elementary students of their basic everyday responsibilities. Trained officers visit the schools, give lectures, show moving pictures, and participate in question-and-answer periods. We also encourage tours of police facilities. In the junior and senior high schools, the police participate in a narcotic information program.

Schools and law enforcement agencies need to understand one another, but, in my opinion, law enforcement agencies should not become administratively involved in the regular school curriculum.

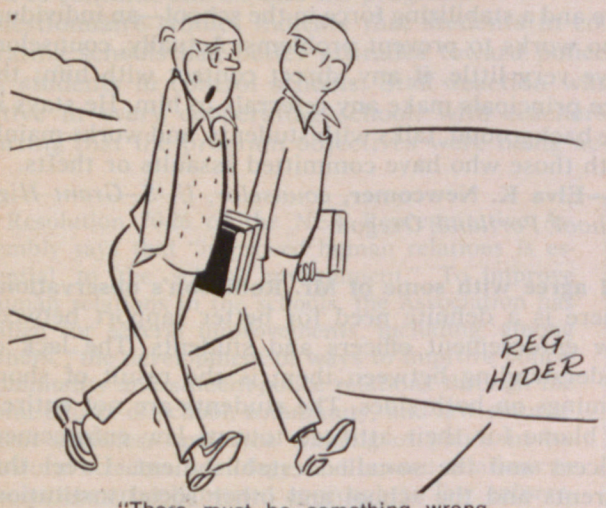
—**Tilmon B. O'Bryant,** *deputy chief of police, Washington, D.C.*

Opinions about police involvement in our public schools seem to vary in direct relationship to the survey sample itself. However, educators throughout the United States agree that there is a tremendous increase in vandalism to school property, in bodily attacks on students and teachers, and in the rate of juvenile delinquency. As educators, we must carefully study and share with each other all possible solutions to these growing problems.

Students have the right to attend school without fear or harassment. The major question seems to be, Should the police be used in preserving this right? The answer is, in my opinion, Yes. Students deserve the same protection for themselves and their property as any other citizen.

However, the police should be called into our schools for student protection, not student discipline. Too many times, police are called to the schools to solve problems that professional educators should rightfully solve on their own. Student discipline is the responsibility of the professional staff, which has the opportunity to provide a lasting solution to the problem—the development of a flexible and meaningful curriculum that meets the needs of the students. A meaningful curriculum, implemented by efficient professional educators, will produce cooperative students who have a desire to learn. When students have this desire, they will demand protection from outside interference that hinders their opportunity to learn.

—**Herb A. Sang,** *assistant superintendent in charge of administrative services, the School District of Kansas City, Missouri.*



"There must be something wrong with me I enjoy homework."

I wholeheartedly support the development of a definite working relationship between schools and local police departments, the specific patterns for such agreements to be tailored to suit local needs and wishes.

Police were stationed in our school because of an emergency crisis situation. At the time, they provided an atmosphere of security for students and staff so that we could return to our normal operations.

Despite the brevity of their stay, the police and the students began to understand one another better. If the police were present on a long-term basis, with their purpose and position clearly defined, the opportunity for individual students to talk to individual policemen could do much to further their realistic understanding of each other.

As a counselor, I would welcome the addition of a policeman to our school staff. He could aid in areas that would extend, not conflict with, the functions of the guidance department.

—**Ruth H. Schoenfeld,** *guidance counselor, Academy High School, Erie, Pennsylvania.*

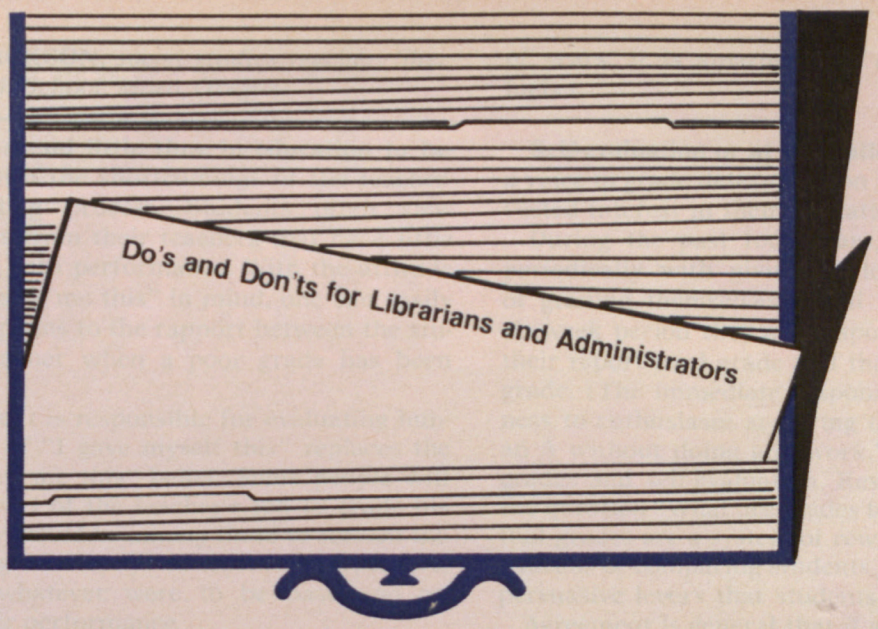
Students feel good and bad about bringing the police into Howard High School. At Howard, we call the police "monitors." When they came, we felt as though we had to have baby-sitters. We felt as though we could not be *trusted.* To some of the student body, the monitors seemed like jail guards watching their every move.

We have monitors in the halls and in the lunchroom. They assist in the classrooms when emergencies come up and the teacher has to be out. Since the arrival of the monitors, there have been fewer students walking around in the halls and cutting classes.

The monitors appear to enjoy their jobs. The way they work, I don't believe they are just thinking about their pay.

I think that as we learn to know the monitors we are starting to look upon them as part of the staff. Some of the students still look upon them as being watchmen, but others say that since they are in school to learn and not to make trouble it does not really bother them to have police in the school.

—**Rosa Snow,** *senior, Howard High School, Wilmington, Delaware.*



MARY LOUISE MANN, *formerly school library supervisor, Metropolitan School District of Washington Township, Indianapolis.*

☐ **Over the years, I have developed two lists of do's** and don'ts—one for librarians and one for administrators to use when communicating with one another. If both groups follow these tenets, their library programs should improve, and teachers and students will reap the benefits.

To librarians, I offer this advice about dealing with your administrator:

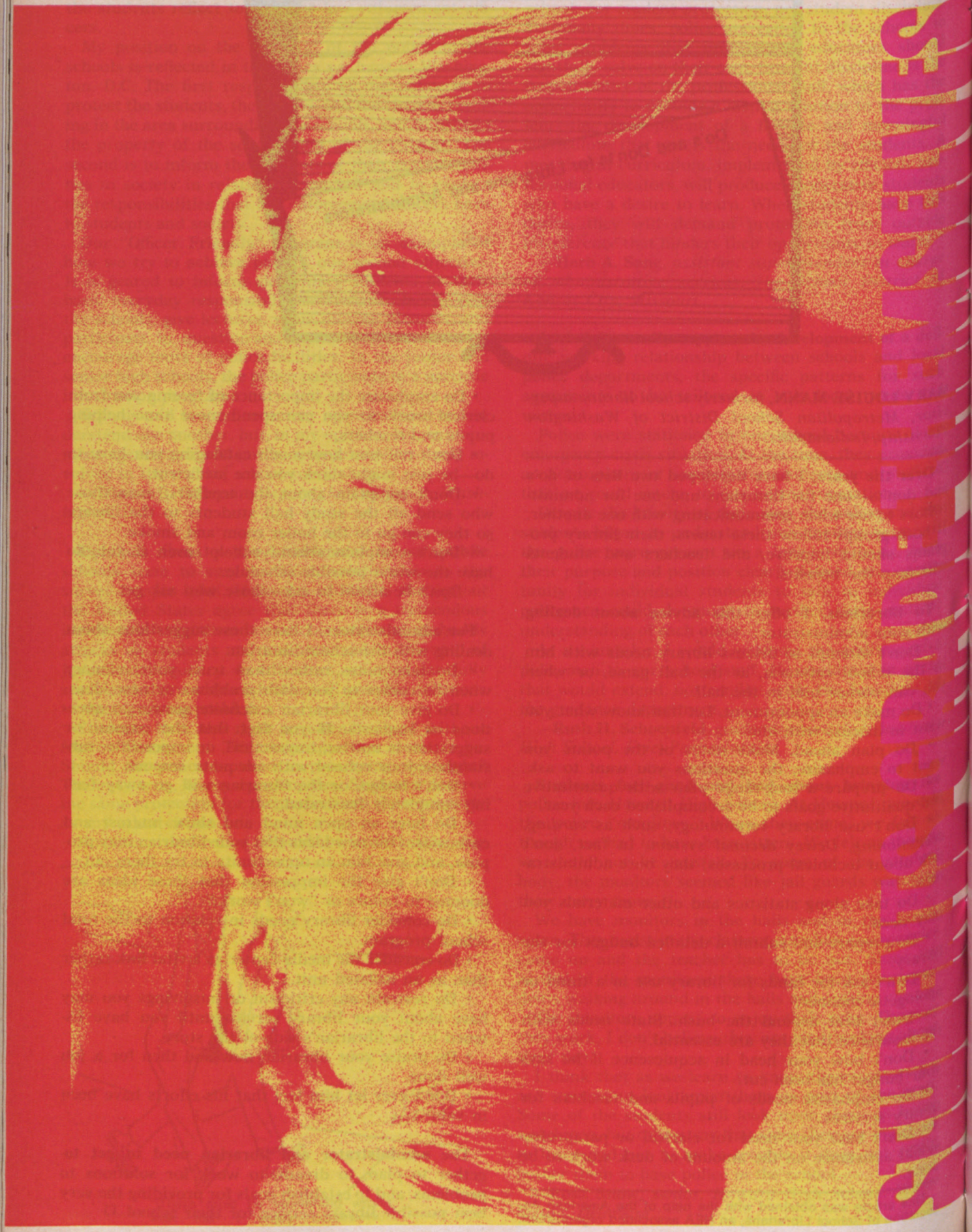
- Don't attempt to discuss library needs with him in the school cafeteria, at the ball game, or when you can corner him in the hall.
- Do make an appointment. Let him know what you want to discuss with him.
- Do plan ahead. Make notes of the points you want to emphasize, the questions you want to ask.
- Do prepare a long-range plan with quantitative and qualitative goals to be accomplished each year.
- Don't use library terminology, such as *carding, accessioning, Dewey decimal system.* In fact, don't talk about technical processes; they bore administrators.
- Do take along statistics and other materials you may need.
- Do prepare and submit a detailed budget for the library.
- Don't ask for funds for library use in a timid or apologetic manner.
- Don't beat around the bush. State needs with the assurance that they are essential.
- Don't bow your head in acquiesence if he says your budget has been cut.
- Do emphasize needs of pupils and teachers for library services.
- Don't base your need for clerical or paraprofessional assistance on the amount of desk work to be done.
- Do emphasize the importance of freeing you from clerical work so you can spend more time helping pupils and teachers.
- Don't tell him how much cataloging you have to do—he just might think you are inefficient.
- Don't complain about the teachers, even those who send all the study hall students to the library so they can go to the boiler room and smoke.
- Don't complain about your lot even if you do have the worst possible schedule.
- Don't be afraid to ask—those who ask get.

For administrators, I have these suggestions about dealing with the school librarian:

- Do take notes rather than trust your memory when he comes to you with problems or new ideas.
- Do give your librarian a definite answer to questions or requests. If you feel that the request or suggestion is unwise, impractical, or impossible, substantiate your refusal with adequate reasons.
- Don't hedge, or the librarian will go away feeling completely frustrated.
- Do have an open mind and show interest and enthusiasm for new ideas that your librarian may propose, and give him an opportunity to try them out.
- Don't give the impression that these ideas are doomed to failure or "won't work."
- Do consider library needs in relation to the total school program.
- Do consider the media center as a vital link rather than as an isolated unit.
- Do restrain any criticism or misgivings you may have about your library service until you have listened to the librarian's side of the story.
- Do praise your librarian now and then for a job well done.
- Don't ever let him feel that his efforts have been in vain.

The administrator and librarian need to get together to plan, to dream, to work for solutions to problems, and to establish goals for providing the very best possible library service for their school. ☐

This article was obtained with the help of the American Association of School Librarians, an NEA associated organization.


STUDENTS GRADE THEMSELVES

CHARLES D. JACKSON, *social studies teacher, Sherman County High School, Moro, Oregon.*

□ **One needs to spend little time in education to be**come familiar with the shortcomings of the teacher-dominated grading process. Students often view grades as awards from their teachers that have little or nothing to do with performance. With the attitude of "the teacher gave me this" in mind, one can easily imagine what happens to the rapport between the student and the teacher when a poor grade has been "given."

When the student is responsible for evaluating himself, an attitude of "I gave myself this" replaces the old "Teacher gave me this" belief. Some people will argue that it is part of the teacher's job to grade his students, yet they would be among those to scream the loudest if their "grade" (pay) as teachers, carpenters, bricklayers, or whatever were to be based on an evaluation of their performance.

Under the present setup, grades are too often valued more than the knowledge they supposedly represent. Our society places a high priority on grades and uses them for a variety of purposes. They have been used to help determine admission to colleges and universities, to determine whether or not one can participate in interscholastic athletics, and even to determine whether or not one stays in college or abruptly faces the possibility of being drafted and going to Vietnam. This overemphasis has caused students to become test- and grade-conditioned creatures with a frightening determination to score high, no matter how. Making high grades becomes their main concern, rather than the attainment of new skills, knowledge, or training.

Albert D. Hudek maintains that our grading system may be a threat to our future technological progress. His study of high school physics enrollment, as reported in "Does Grading System Explain New Aversion to High School Physics?" (*Phi Delta Kappan*, December 1969), shows a drop from 26 percent to 20 percent in enrollment in physics since 1948. According to Hudek, this is largely because students fear the threat of low marks in physics and consequent impairment of college entrance possibilities. This year there are some 60,000 jobs for physicists and only 38,000 physicists to fill them.

The developing attitude of frustration over grading is not surprising when one considers the number of courses that are graded on an arithmetical average of a few tests and term papers, many of which are either highly subjective or irrelevant. Small wonder that cheating is widespread and that students have a neurotic fixation on grades.

The detrimental effect of our grading system goes still further, especially with low-ability students. Over the past few years our national dropout rate has continued to climb. Our ineffective system of evaluation has continually destroyed student self-confidence and created dislike for subjects in which students have received low grades. When one considers the inevitable feelings of frustration and failure that result from getting a string of D's and F's over a period of years, it is amazing that our dropout rate isn't higher.

Self-evaluation or at least allowing students to have a voice in grade determination would give them a new vested interest in their education.

During the past four years, I have experimented periodically with giving students the responsibility of grading themselves. I tell my classes that for a six-week period they are responsible for determining their report card grade and that I will not lower any grade. (The immediate response ranges from uneasiness to enthusiasm at having the opportunity to "get an A without doing any work.") We then talk about grades and self-evaluation. Responses by students to the question "What are grades for?" include comments that grades are a system of rewards and punishments, a means of comparing students, symbols of status, and persuasive levers that students use on parents.

Agreement is general that if a student gives himself an undeserved A he will only be kidding himself. It won't be any skin off the nose of the teacher and likely won't impress his classmates, who probably have a pretty good idea of what grade was really earned.

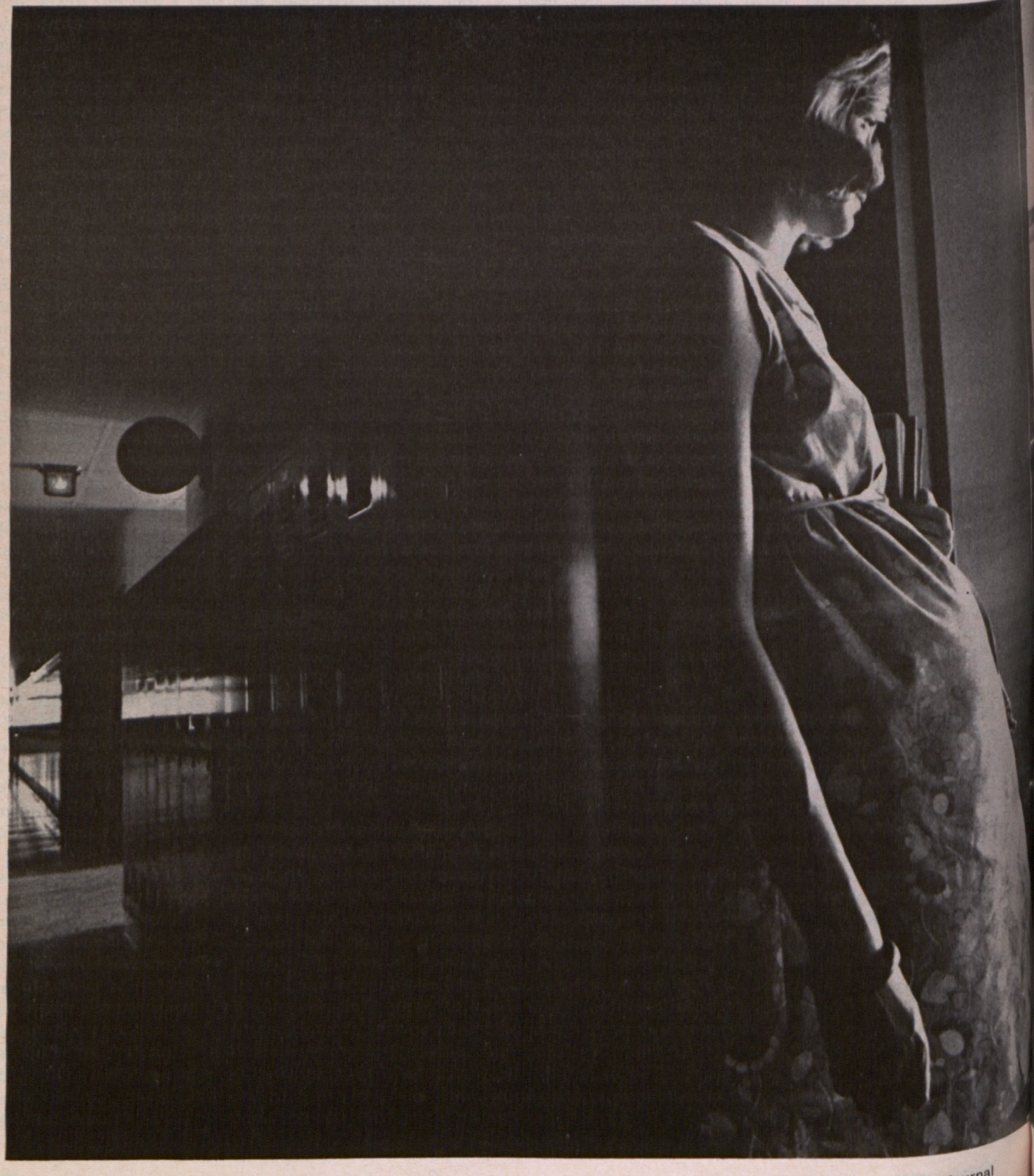
As the weeks progress, students are noticeably less inclined to give themselves undeserved grades. In general, students become more and more anxious as the time for final self-evaluation draws near. Students who have done very little work in the past become more industrious. This group includes all of those who a few weeks earlier indicated no qualms about giving themselves an undeserved grade.

During the six weeks, I keep records on my students and grade them for the sake of comparison. In most instances, the grades given by teacher and student agree. If they do not, the student's grade prevails. However, if the student has been unduly harsh on himself, I raise the mark. In no instance has the teacher and student evaluation varied more than one letter grade.

On one occasion, a student who had done absolutely nothing the previous six weeks and to whom I had "given" a failing grade came to me to apologize for having given himself a C– during the subsequent self-evaluation period. "Mr. Jackson, you aren't going to believe me," he said, "but I really thought I deserved it." The young man explained the criteria upon which he had based his evaluation, and it proved to be quite sound. In fact, I changed his grade to a C+ as he had been too harsh on himself.

After using this idea several times in situations involving approximately two hundred students, I have yet to have a single student take advantage of the system. But even if one did, so what? Would it be better for a teacher to have issued failing grades, perhaps causing the student to become totally disenchanted with school and drop out? If grades, used as a club, is our chief means of motivating students, we had best take a long look at our own competence as teachers. Our primary function as educators should be to make learning a meaningful experience. If evaluation or grading must take a back seat to accomplish this, so be it. □

PREGNANT TEEN-AGERS



☐ **This year an estimated 200,000 American girls under** 18 will give birth; nearly two-thirds of the girls will be married by the time of delivery. Of the 200,000, 60 percent are white; 40 percent are nonwhite.

While it is generally agreed that the rate of illegitimate births in the 14-to-19 age group is not increasing (it remains at about 2 percent of the potential teen-age childbearers), the total number of these births has been and is increasing, because of the overall increase in that age group—now the largest in the country.

The actual number of illegitimate pregnancies among school-age girls is almost impossible to tabulate because complete information is simply not available on the number of such pregnancies that end in miscarriage or abortion, the number of unmarried girls who assume married names, the number who live in states that don't report illegitimate births, or the number who marry prior to delivery.

Most studies show that no single factor—age, education, race, socioeconomic status, family, or personality pattern—accounts for out-of-wedlock pregnancies. However, according to some observers, family attitudes and patterns in relation to out-of-wedlock pregnancies seem to cluster.

Maurine LaBarre, an associate professor of psychiatric social work at Duke University Medical Center and the associate director of the Cooperative School for Pregnant School Girls in Durham, North Carolina, outlines some of these attitudes and patterns in "Emotional Crises of School-Age Girls During Pregnancy and Motherhood," a paper delivered before the 1970 meeting of the American Orthopsychiatric Association. Mrs. LaBarre reports that her observations indicate that black and white middle-class families generally deal with unwed pregnancy either by arranging for a marriage between the girl and the putative father as soon as possible or by concealing the girl's pregnancy and putting the baby up for adoption.

Among the black working class, parents generally consider out-of-wedlock pregnancies a disgrace to the family, but they believe that giving the baby away is an even greater wrong. These parents feel strongly about the importance of continuing education for their girls, because they feel that their own lives have been limited because of lack of education.

Mrs. LaBarre has found that white, working-class families usually consider girls of 14 to 16 mature enough for marriage and motherhood. In general, girls from these families leave school before they complete high school and do not want further education.

Family patterns aside, the school-age pregnant girl, whether married or not, must face three life crises at once—the transition from adolescence to adulthood, the acceptance of her role as a mother or as a wife and mother, and the physical changes and the emotional upheaval accompanying pregnancy.

These are girls with great problems—medical, social, and educational problems—says Marion Howard, director of the Research Utilization Project of the Cyesis Programs Consortium (an information-sharing project based in Washington, D.C., which focuses on the special needs of pregnant school-age girls). School-age pregnant girls are high risks medically. They have many more complications with pregnancy and delivery than older women; as a group, they have more cases of toxemia and a greater incidence of prematurely born babies. Also, many teen-age pregnant girls suffer from some degree of anemia, gain too much weight during pregnancy, and/or suffer from elevated blood pressure.

School-age pregnant girls are also high risks socially. Miss Howard points out that they may be forced

by parental or societal pressure into an early, perhaps unwanted, marriage. It is estimated that 50 to 85 percent of all marriages between school-age youths are complicated by pregnancy. Statistics show that those who marry between the ages of 15 and 19 have the highest divorce rate in the country—one that is three to four times greater than the rate of those who marry when they are older. Also, the late teens is the most fertile period of life. Without counseling, young mothers may fall into a pattern of bearing additional children in their teen years, some of whom may be unwanted and many of whom may further complicate the health, social, and educational problems of young families.

School-age pregnant girls are high risks educationally, too. Pregnancy is the largest known cause of dropouts among secondary schoolgirls. Withdrawal from school can frustrate a girl's future hopes and plans, greatly affect her earning power when and if she enters the working force, and leave her with a feeling that both school authorities and fellow students have rejected her. It may also mean separation from her peers at a time in life when peer group associations are most important to her.

Pregnant school-age girls under 16 present the greatest problems. They have a greater proportion of premature babies and babies with low birth weights. They are less likely to marry and more likely to have repeated pregnancies out of wedlock. They are also less likely to finish high school.

These facts were revealed in a community-wide study in Pennsylvania that took into account girls who were rich and poor, urban and rural, black and white, married and unmarried. Study findings showed that 60 percent of the girls who had had their first baby when they were under 16 were likely to have another while still of school age.

Another study, one involving the Webster School (a D.C. program for pregnant schoolgirls), suggested that the pregnancy of the younger girl is less likely to be the result of a love relationship and more likely to be the result of a disturbed family situation. (For example, a 14-year-old who became pregnant the first time she was alone on a date with a boy had a mother who had constantly accused her of being promiscuous. In discussing her problems, the girl said, "Now look what I've done. Just what my mother feared.")

The Webster School study also indicated that girls under 16 have a more difficult time than older teen-age mothers in understanding their role as a mother. They tend to see their babies as dolls rather than as real children.

Some experts report that girls under 16 receive the greatest parental pressure—pressure that is often negative. Some believe that most pregnant schoolgirls under 16 along with their parents must be guided by qualified adults in making decisions concerning their pregnancy, decisions that might involve an abortion or placing the baby out for adoption.

What are the schools doing to deal with the problems of the school-age pregnant girl? An Educational Research Service (ERS) study completed in 1968 is based on a request to school systems with 12,000 or more students for copies of their policies in relation to unwed pregnant girls. (Sponsored by the American Association of School Administrators and the NEA Research Division, ERS is a special nonprofit information service for subscribing school systems.) Of the 154 policies submitted, 51 systems have policies that require, in all but exceptional cases, the removal of any girl from the regular school day as soon as school authorities know she is pregnant. Seventeen require that a student be dropped from the regular school day either as soon as the pregnancy becomes apparent or as soon as it becomes "difficult" for the girl or the school in general. Fifteen set a specific time during pregnancy (the end of the third month, the end of the

TEACHER OPINION POLL

Continuing Education for Pregnant Schoolgirls

□ The vast majority of the nation's public school teachers think school systems should provide pregnant girls with the opportunity to continue their education, but opinions of the teachers are divided as to the best method of providing continuing education for them.

In spring 1970, the NEA Research Division asked a nationwide sample of public school classroom teachers this question: "What provision, if any, should school systems make for the continuing education of pregnant girls (whether or not married) who are pupils in their schools?"

More than 8 out of 10 teachers responded that school systems should make provisions for them. Six in 10 favored some type of special provision, while 2 in 10 thought pregnant girls should continue to attend regular classes. Almost half of those favoring some type of special provision thought homebound instruction the most appropriate provision. The other half of those who favored special provision were almost evenly divided between those favoring special schools and those favoring special classes for pregnant girls. Only 14 percent thought pregnant girls should be excluded from school without other provision being made for their education. A few teachers offered other suggestions of their own regarding the continuing education of pregnant schoolgirls.

Special classes should be provided in the regular schools	16.2%
Special schools should be provided	16.8
Homebound instruction should be provided	27.9
No special provision—girls should attend regular classes	19.8
No special provision—pregnant girls should be excluded from school	14.1
Other	5.3

The type of provision teachers preferred varied with the size of the school system in which they were teaching. In systems with 25,000 or more pupils, the largest proportion favored special schools. In systems with less than 25,000 pupils, the largest proportion favored homebound instruction. The distribution of opinions of teachers in different size systems was generally similar in regard to the other possible responses.

	Size of systems		
	25,000 or more pupils	3,000-24,999 pupils	Less than 3,000 pupils
Special classes	32.6%	11.6%	10.1%
Homebound instruction	17.3	30.7	33.7

—NEA Research Division.

fourth month, etc.) when the student must drop from the regular school day. The others allow school authorities to prescribe on an individual basis the time for each student to end regular school attendance. The majority of these systems provide educational opportunities for the girls once they are dropped from the regular school.

Another study reported in the April 1970 *American School Board Journal* showed that scarcely 1 in 3 school districts make any educational provisions for pregnant girls. Only 5,450 systems of the 17,000 in the study provide for the continuing education of school-age pregnant girls despite the fact that state funds are available for that purpose in many cases.

Programs vary greatly in those systems that do provide for the education of pregnant school-age girls. The traditional approach has been homebound instruction by a visiting teacher.

Some systems permit students to attend night school, adult school, or a continuation high school. The Pasadena (California) Unified School District allows pregnant students to remain in school until their condition becomes obvious. Then, those girls whose doctors recommend that they not take regular classes receive homebound instruction. The rest attend the Teen Mothers Program at Continuation High School.

This second group can carry five subjects and finish the school year with full credits. These girls are released from academic class one period two days a week to attend an exercise and lecture class. In this class, a physical education teacher leads the girls in carefully selected exercises. Pregnant girls go in one group; those who have given birth, in another. The lecture period may be devoted to a demonstration on bathing a baby or sterilizing bottles or, perhaps, to a film on the development of the embryo.

Citrus Laboratory and Continuation High School in Azusa, California, offers a unique program for high school girls who are pregnant or who already have children. Mothers can bring their babies to school. And the fathers may come too, regardless of the marital status of the couple. Each classroom has a living area with a nursery, equipped with such items as bassinets, playpens, and toys. During the course of the school day, mothers and fathers put their schoolwork aside to feed their babies, to change their diapers, or to play with them. In essence, the program is one for teen-age parents and their families.

This small coeducational school gives the usual academic courses, vocational training, and special classes and programs to meet the specific needs of adolescent parents (infant and child care, family living, nutrition). Since students contract with the school to work through packets of individualized instructional material to complete the requirements for each course, they may work at their own rate, possibly earning their diplomas in less time than they could in regular high school. This aspect of the program enables the expectant mother to pick up her course work exactly where she left off when she had to leave school.

Other school systems are involved in special community programs for pregnant girls that offer a multidisciplinary approach to their unique problems. Basically these programs attempt to meet the educational, medical, and social needs of the students. More than 100 such programs now exist, serving about 30,000 girls annually—more than three times the number served by all the live-in maternity homes in the country.

Some of these programs focus primarily on the girls' health needs, others on their social needs, but most concentrate on their educational needs. Regardless of emphasis, however, all provide continuing education in a classroom, early and consistent prenatal care, and counseling about problems that may have led to or been caused by the pregnancy.

Cooperating agencies may include school systems, health departments, welfare departments, YWCA's, community action groups, church groups, and universities. Usually the programs are funded by a variety of sources, which might include monies from private grants, state education and health funds, federal grants, local health funds, and local school funds.

The Webster Girls' Junior-Senior High School in Washington, D.C., is an example of such a program. Girls admitted to Webster are able to continue their education, receive counseling and guidance about health needs and personal problems, and, if necessary, receive free medical care. Previously, these same girls would have had to deal with several separate agencies and individuals to obtain the same services.

Originally established as a demonstration project with a grant from the Children's Bureau of the Department of Health, Education, and Welfare, Webster School is now operating as a regular part of the D.C. school system under Impact Aid funds. The school staff is made up of 14 full-time professionals (a principal, a counselor, a nurse, two psychiatric social workers, and nine classroom teachers) and three part-time professionals (an obstetrician, a nutritionist, and a clinical psychologist). In addition to continuing with their regular school subjects on a daily basis, the girls meet weekly with the nurse, the nutritionist, and the obstetrician for instruction in and discussion about such topics as diet, baby care, family planning, and childbirth.

In the majority of communities where maternity homes are located, school districts and the maternity agencies have made arrangements for a continuing school program for the girls on a full- or part-time basis. In some cities, agencies hire their own teachers who work in cooperation with the local district, but, in many others, the local district sends visiting teachers to instruct the girls in residence at the homes or assigns a permanent teacher to a maternity home school. The Seattle public schools, for example, provide teachers for the Florence Crittenton Home in that city.

June Peterson, head teacher at the Crittenton Home in Seattle, makes this observation: "Most girls in maternity homes are younger girls of school age. To them, school is a normal experience. None of the rest of what they are experiencing is—body changes, for example, and clinic visits. Therefore, they cling to

(*Continued on page* 89)

Don't use the kitchen-sink approach to enrich-ment

This article is excerpted and adapted from a speech delivered by DAVID KRECH, professor of psychology, University of California at Berkeley, at the 101st annual meeting of the American Association of School Administrators.

□ **Some time ago, we in the Berkeley laboratories** decided to test the validity of the following hypothesis: If the laying down of memories involves the synthesis of chemical products in the brain, then an animal whose life had been replete with opportunities for learning and memorizing would end up with a brain chemically and morphologically different from that of an animal who had lived out an intellectually impoverished life. For almost two decades now, Drs. E. L. Bennett, Marion Diamond, M. R. Rosenzweig, and I, together with technical assistants and graduate students, have experimented with thousands of rats to find such evidence. Let me tell you some of what we found.

We divided our experimental rats into two groups at weaning time. We placed half of the sibs in an "intellectually enriched" environment; the other half, in a deprived environment. Although both groups received an identical diet, their psychological environments differed greatly. The animals in the first group lived together in one large cage, had many rat "toys" (tunnels to explore, ladders to climb, levers to press), and were cared for by graduate students who gave them loving attention and kindness, taught them to run mazes, and in general provided them with the best and most expensive supervised higher education available to any young rat at the University of California.

While these rats were thus being encouraged to store up many and varied memories, their brother rats in the deprived group lived in isolated, barren cages, devoid of stimulation by either their environmental appurtenances, fellow rats, or graduate students. After about 80 days of this differential treatment, we sacrificed all the animals, dissected their brains, and performed various chemical and histological analyses. The results are convincing. The brain of a rat from the

enriched environment (and presumably, therefore, with many more stored memories) has a heavier and thicker cortex, a better blood supply, larger brain cells, more glia cells, and increased activity of two brain enzymes—acetylcholinesterase and cholinesterase—than does the brain from an animal whose life has been less memorable.

We can draw several conclusions from these experiments. First, the growing animal's psychological environment is of crucial importance for the development of its brain. By manipulating the environment of the young, one can truly create a "lame brain"—with lighter cortex, shrunken brain cells, fewer glia cells, smaller blood vessels, and lower enzymatic activity levels—or one can create a more robust, a healthier, a more metabolically active brain. If what is true for the rat brain should turn out to be also true for the human brain—if by careful manipulation of this or that group's early environment we can develop among them bigger and better brains or smaller and meaner ones—then the wondrous promises of a glorious future or the monstrous horrors of a Huxleian *Brave New World* are fairly self-evident.

The second conclusion I draw from our experiments is this: Since the effect of any chemical upon an organ is, in part, a function of the beginning chemical status of that organ, and since—as we have just seen—the chemical and anatomical status of the individual's brain is determined by his educational experience, then the effectiveness of the biochemist's "get smart pill," predicted for the future, will depend upon how the educator has prepared the brain in the first instance. Indeed, a review of all the data indicates that manipulating the educational and psychological environment is a more effective way of inducing long-lasting brain changes than is direct administration of drugs.

We have learned several more lessons from subsequent experimentation. When we first tried to create a psychologically enriched environment for our Berkeley rats, we did not really know what we were up to, so we threw everything into the environment including, almost, the kitchen sink. We kept the cages in brightly lighted, sound-filled rooms; we gave the rats playmates to relate to, games to manipulate, maze problems to solve, new areas to explore. We fondled them and tamed them and chucked them under the chin. In other words, we provided our happy rats with almost every kind of stimulation we could think of—or afford. And it seems to have worked. But, of course, we were aware that, quite possibly, many of the things we did were not at all necessary; indeed, that some may have had an adverse effect. And so we undertook a series of experiments to discover which elements of our environment were effective and which were not. Let me skip the details of our many experiments, past and present, and list some of the tentative conclusions that we have already been able to draw from them.

First: Sheer exercise or physical activity alone is not at all effective in developing the brain. A physical training director seems not to be an adequate substitute for a teacher.

Second: Varied visual stimulation or, indeed, any kind of visual stimulation is neither necessary nor sufficient to develop the brain, as we were able to demonstrate by using some blind rats.

Third: Handling, or taming, or petting are also without effect in developing the growing rat's brain. Love is not enough.

Fourth: The presence of a brother rat in the cage of our intellectually deprived rat helps him not a whit. *Bruderschaft* is not enough.

Fifth: Teaching the rat to press levers for food—that and only that—seems to help somewhat, but only minimally.

The only experience we have thus far found really effective is freedom to roam around in a large object-filled space. Experiments in Dr. Diamond's laboratory suggest that if you give the young rat continuous and varied maze problems to solve—that and little else—he will develop a number of the same brain changes (at least the morphological ones) we observed in rats from our randomly "enriched" environment.

Clearly, then, not *every* experience or variation in stimulation contributes equally to the development of the brain. But of even greater interest is the suggestion in the above data that the most effective way to develop the brain is through what I will call *species-specific enrichment experiences.* Here is what I mean: The ability of a rat to learn its way through tunnels and dark passages—to localize points in a three dimensional space full of objects to be climbed upon, burrowed under, and crawled through—is, we can assume, of particular survival value for the rat as he is now constituted.

Presumably, through the selective evolutionary process, the rat has developed a brain peculiarly fitted to support and enhance the above skills. The effective rat brain, therefore, is one that is a good "space brain"—not a lever-pressing brain or an arithmetic-reasoning brain. The effective stimulating environment, correspondingly, would be one that makes spatial learning demands on that brain—which "pushes" that particular kind of brain in that particular way. To generalize *this* hypothesis, I would suggest that *for each species there exists a set of species-specific experiences that are maximally enriching and maximally efficient in developing its brain.*

If there be any validity to the above hypothesis, then the challenge to the human educator is clear, for the educator also has been using the kitchen-sink approach when he seeks to design a psychologically or educationally enriched environment for the child.

Some educators advocate bombarding the child, practically from infancy on, with every kind of stimulus change imaginable. They would advocate festooning his crib with jumping beads and dangling colored bits and pieces of wood (all sold at a high price to his affluent parents); giving him squishy, squeaking, squawking toys to play with, to fondle, to be frightened by, to choke on. They would have him jounced and bounced and picked up and put down. And when

(*Continued on page* 87)

Introduction to Unesco

□ **"Since wars begin in the minds** of men, it is in the minds of men that the defences of peace must be constructed."

These words from the constitution of Unesco had high significance at its inception in 1945 and have even higher significance in 1970, which marks the twenty-fifth anniversary of the United Nations. The preceding feature explaining the works of Unesco is presented as a contribution to the educators of the United States in an effort to make Unesco more meaningful to the educators and students in our schools. The feature is a joint venture of Unesco, the United States National Commission for Unesco, and the National Education Association. Unesco is one of the most functional, most effective, and far-reaching of the 13 Specialized Agencies affiliated with the United Nations.

The appearance of the feature on Unesco activities in this journal is particularly appropriate, since the then NEA president, F. L. Schlagle, members of the NEA Committee on International Relations, and William G. Carr (then associate secretary of the NEA) were active participants in the London Conference of 1945 at which Unesco was born. (Dr. Carr served as Deputy Secretary General of the Conference.)

Implementing the resolution of the NEA Representative Assembly that education must be recognized as an essential part of the peace effort, the NEA had been most instrumental earlier that year at San Francisco in ensuring that educational cooperation be made an integral part of the United Nations Charter.

The delegates from the 125 Member States determine the policies of Unesco. Since Unesco is an intergovernmental organization, the United States delegates are issued their instructions by the Department of State. In order to help the United States, the Department of State is partly advised by the United States National Commission for Unesco, which is composed of representatives of various organizations. The NEA and its largest department, the Association of Classroom Teachers, have representatives on the Commission.

The NEA has had several activities with the Commission and with Unesco. It has participated in the training of future and potential leaders in education who have come to this country. Several of our state associations have worked closely with the NEA in this training. NEA and Unesco now have a display at the United Nations in New York in observation of International Education Year. It stresses the objectives for education as listed in the proclamation for IEY and will be seen by several million people.

To suggest programs for community and civic groups, the NEA, in cooperation with the Commission, has published *A World To Gain*, a booklet of activities suitable for IEY. ($1. Stock No. 381-11932. Order from Publication-Sales, NEA.)

Unesco helped to develop a magnificent document on the status of teachers throughout the world. The NEA participated in the development of this document, which helps set standards for teacher organizations and for education.

The conferences sponsored in this country by the United States National Commission for Unesco have been of much value. Last year's conference dealing with the environment was probably the most successful and best conference held on this topic.

Always deeply involved with education and greatly concerned with the education of illiterates, Unesco is helping to train teachers, to build buildings, to develop curriculums, to provide technical and vocational education, and to plan for higher education.

Stimulation of international scientific cooperation is one of the great objectives and accomplishments of the UN and Unesco. Unesco engages in many activities in community development; science and science education; the understanding of cultures; and the preservation of the world's art, cultural monuments, library services, and the like.

Because American teachers at all levels are very interested in the understanding and development of cultural relations among the peoples of the world, they find Unesco to be a valuable asset. International understanding comes with a climate of appreciation for what other people are and what they are doing. Education is a lifelong process which calls for adequate and imaginative action. Unesco is trying to provide just this climate and just this action.

Despite its 25 years of existence, too few students are familiar with Unesco and the role it has played in promoting human rights and in developing cooperative ventures for the expansion of educational opportunity to all regardless of race, religion, creed, or sex. "Introduction to Unesco" has been designed, therefore, for teachers to share with their classes in order to give them some understanding of the objectives, purposes, and accomplishments of this outstanding organization. □

—NEA Committee on International Relations.

GIRLS AT YALE

PAUL GOLDBERGER, *junior, Yale University, New Haven, Connecticut.*

□ **"The atmosphere is so fresh, so different around** here now," observed one Yale alumnus—Class of '68—back on campus for a day's business. He was reacting not to weather or to political climate but to women—Yale's first undergraduate coeds, now beginning their second year on a tradition-bound men's campus that will never be quite the same again.

The alumnus sipped tea in the study of the "Lizzie," Yale's famed Elizabethan Club, a white frame structure that houses a valuable collection of manuscripts and portraits. Now the Lizzie, too, is coed, and since women began to frequent the clubhouse, athletes, campus politicos, and budding scientists have joined the literati for afternoon tea and stimulating conversation.

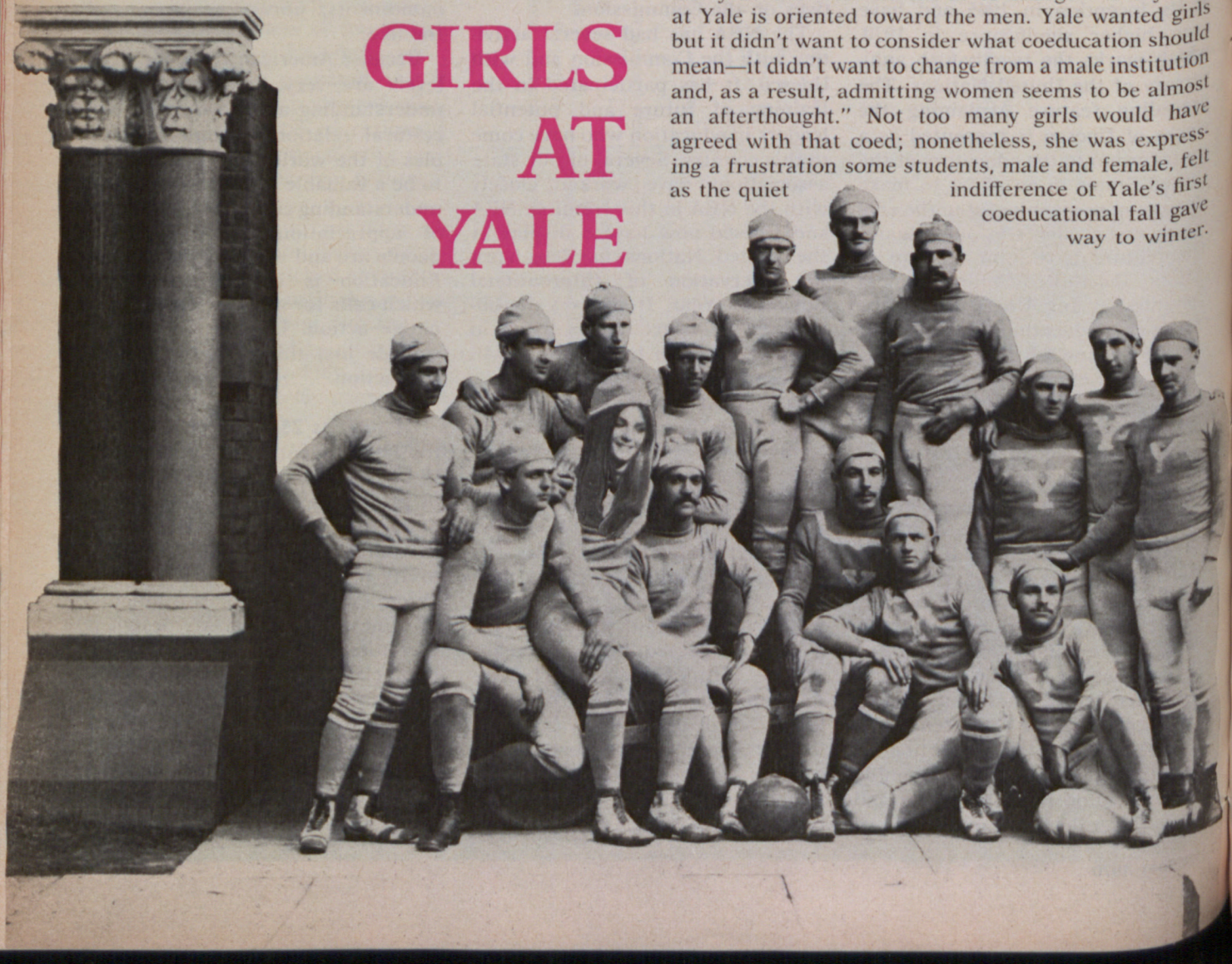
The change at the Elizabethan Club is typical of what's happened to Yale since the advent of coeducation—no earth-shaking changes, but rather a subtle difference in mood on the campus. There aren't enough women (just under 800) to make life ideal for the 4,000 male undergraduates, but there are enough to make the Yale life-style somewhat fresher than it was before. The gloom of an environment with 4,000 men and no women is something that I, for one, am very happy to do without.

The life of the average "Yalie" hasn't really changed significantly. When the girls first arrived a year ago September, it didn't seem to be changing at all. Many coeds claimed that we men were ignoring them, but others, more in the market for friends than dates, complained that Yale men would not respect them as human beings and could view them only as sex objects. Some Yale women spent Saturday nights in the library while men entertained dates from Vassar.

Then, things began to change. Now, girls are less often ignored or pursued solely as objects of sexual conquest and more often welcomed as dinner companions, friends, and coresidents of the integrated dormitory buildings. Indeed, the spring semester last year saw the beginnings of a breakup of traditional dating patterns as comfortable "brother-sister" friendships often rose in their place. (Romantic relationships are far from out, though.)

Women's rooms at Yale are almost always filled with men now—a change from last fall, when only the curious, the brave, or the date-hungry ventured near the women's corridors. At first, dates were formal affairs, arranged days in advance. Now on a typical Friday evening a coed is almost as likely to invite a male friend or two to join her at the movies as a Yalie is to ask her out.

How have the women taken to the experience? Most coeds I know have been very happy, though they, like the men, sensed the initial awkwardness last fall. Early last year one went so far as to charge: "Everything at Yale is oriented toward the men. Yale wanted girls but it didn't want to consider what coeducation should mean—it didn't want to change from a male institution and, as a result, admitting women seems to be almost an afterthought." Not too many girls would have agreed with that coed; nonetheless, she was expressing a frustration some students, male and female, felt as the quiet indifference of Yale's first coeducational fall gave way to winter.



Yale's feminist group—a fledgling organization centered in the graduate schools—began to attract the attention of undergraduate women when they arrived, playing heavily on the issue of Yale's male orientation. The sex ratio—eight undergraduate men per coed—came under attack as unfair competition for the males; it is unhealthy, said the feminists, and their voices grew louder as days went on. By late winter, women and coeducation had become front-page topics in the *Yale Daily News* almost every day, and dinner table conversations centered around the coeds. Sharp statements against coeducation, and sharper ones in its favor, filled the campus. At long last, women were beginning to be viewed as a factor to be reckoned with at Yale—whether by virtue of the publicity they had earned, the urgency of their problems, or, perhaps, just the growing familiarity of their presence.

The extent of the dissatisfaction among the coeds was difficult to tell; actually, until one day last February, it had remained largely underground. Then talk began of demanding a reduction in the size of this year's freshman class, which was scheduled to include, as did last year's, about 1,000 men and 230 women. That movement reached its climax with the intrusion of 40 sign-carrying females into the annual Alumni Day luncheon. The women stunned the 1,000 guests with the demand that Yale restrict its incoming freshman class to 1,000, 700 men and 300 women. Interest grew on campus in effecting the change; but in the end, the Yale Corporation said no to our latter-day Susan B. Anthonys, and reaffirmed its intention not to reduce the number of male undergraduates.

The past year will be remembered as the year of coeducation at Yale not because it represented any great advances, or any great failures, but because, in one coed's words, it was what Yale was "hung up" over. I sensed a great tendency to ascribe all sorts of problems to coeducation. Many personal problems of the girls, which could have been made more visible by the coeducation situation but which usually could not have been created by it, were nonetheless attributed to it.

Dr. Robert L. Arnstein, director of the Mental Hygiene Clinic of the Department of University Health, confirmed my suspicion. "Some people will always blame everything on the situation," he said. "But the problems that have caused girls to seek our help are largely of the sort that existed before, not ones directly due to coeducation. Of course there are inevitable problems with one girl to eight men. But you can't ever have a ratio that assures the absence of emotional problems; no situation can ever do that."

Indeed, for some the atmosphere at Yale has been so healthy a change that problems have eased, not worsened. One transfer from Wellesley sought psychiatric help for the first time after her arrival at Yale —"Not because the problems were new, but because now I feel I am ready to deal with them. Yale is the first place I have ever been treated as an adult. The people here are very independent, very open-minded. I feel freer here."

Dr. Philip Sarrel (assistant professor of gynecology), who with his wife (a social worker) provides sex counseling for undergraduates, would agree. "Students here are individualistic and strong. They are brilliant and responsible."

Dr. Sarrel does not imply that Yale undergraduates are without sexual problems. (The counseling service was booked up through May by midwinter last year.) But it is my impression the rate of pregnancy and abortion at Yale is low when compared to other coeducational schools.

In general, the adjustment to coeducation has been smoothest in the classroom. There have been some awkward moments in the classroom, of course, mostly along the lines of the occasional professor who, unused to the presence of women in class, lets slip an off-color joke.

Although many of the coeds felt fairly shy about participating in class at first, they became more vocal as time went on and slightly outperformed the men. For the fall semester, 27.5 percent of the grades issued to females were in the top honors category, while only 23.9 percent of the men's grades were. And only .9 percent of all the grades earned by women were failing ones—a far cry from the statement in the *Yale Record's* parody issue of the *Yale Daily News* that 25 percent of all undergraduate women were failing at least one course! (Interestingly, most men believed the report of 25 percent failure—which says more about Yale men than a score of articles on coeducation could.)

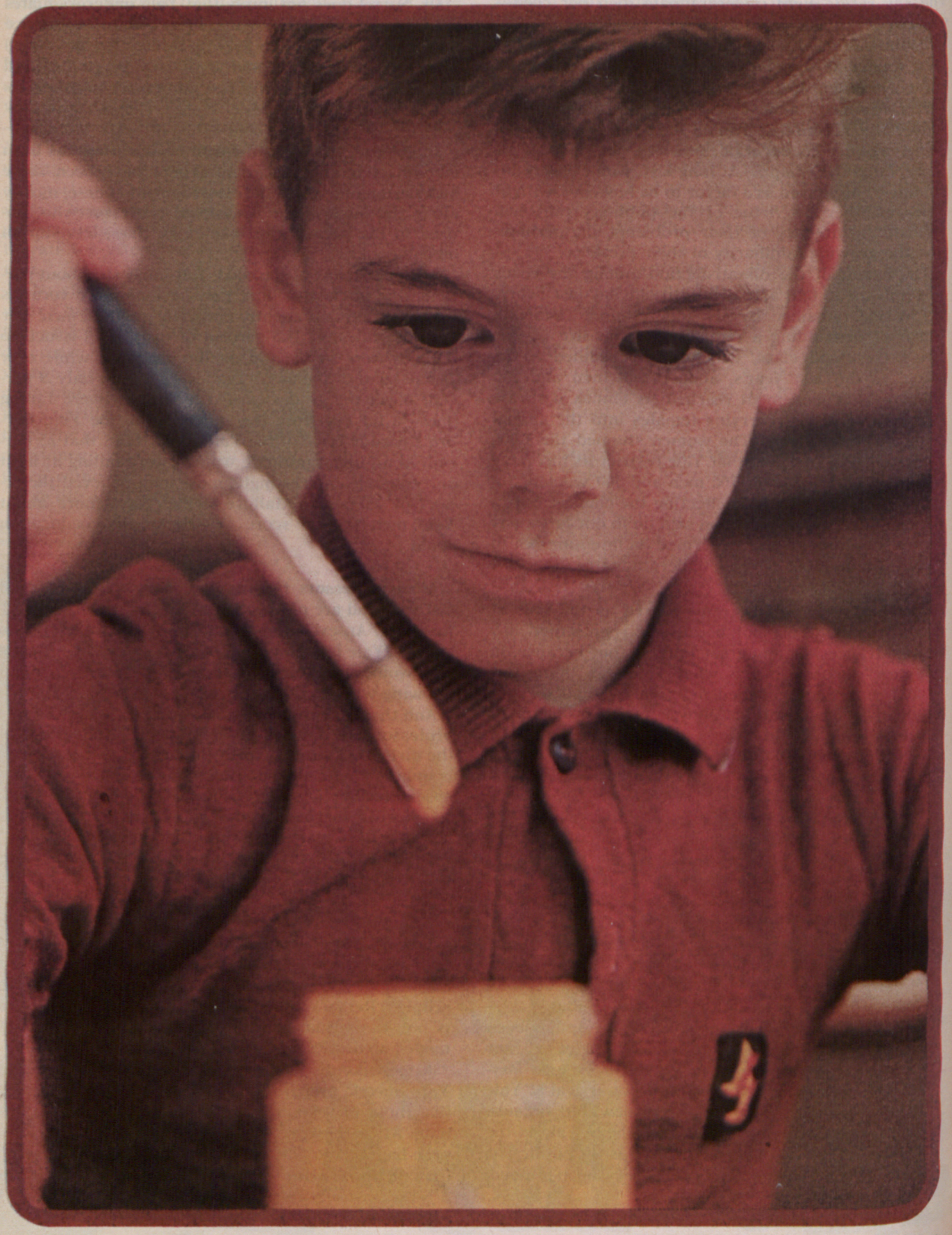
Most professors favored the move to coeducation last year and are pleased with the coeds' academic adjustment. An exception is one English professor who states: "Yale had no notion of what it was like to educate women. We brought all these girls here without knowing what to do."

And there are still some male students who, like this professor, are not entirely happy about the arrival of the girls. One student from Buffalo explained why he is unhappy with the situation. "There's always been a special feeling here—a feeling that can only come with a very diverse group of guys, all doing different things, but each guy respecting the other for what he does, working together. Now I think the emphasis is going to fall too much on social life, and all this could change."

A few others agree with this student, but most believe that Yale has surely gained something from its new breed, if only the ability to admit, as did one junior, that "it's so amazing to discover that girls are just people." Remarkable? Perhaps. But such a statement is not so unusual from a student who had never attended a coeducational institution before in his life.

A few months ago a friend of mine observed that Yale's hectic preparations for coeducation were much like those of a young man getting ready for his first date. After 268 years of exclusive maleness, Yale last year had all the hallmarks of the nervous freshman's first night out with a girl: a little bit upsetting, quite a bit awkward, but with something about the experience to make him want to come back for more. □

Where the Fine Arts Can Flourish



EDWARD B. EPSTEIN, *supervisor of fine arts education, Paterson, New Jersey, public schools.*

☐ **Fine arts education is probably one of the least** understood areas of the school curriculum. A majority of our country's educators do not understand what art education can accomplish. Although art educators know, of course, what their aims and objectives are, they often seem to have been unable in many instances to explain them to other educators. This is understandable, because artists tend to rely on visual rather than verbal communication. It is unfortunate, however, because the importance of art education in human development needs to be stated verbally, in terms that can be readily understood.

One of the primary goals of art education is to provide opportunities for children to express themselves visually. For years, educational psychologists have pointed out that an education does not fully prepare a child to take his place in our society if it is restricted to acquiring facts and building skills in reading, writing, and arithmetic. Young people need to express their emotions, feelings, and thoughts, and since the creative arts program gives them this opportunity, it deserves to be an equal and integral part of the curriculum.

There are other reasons, too, why the creative arts program is entitled to rank equally with other school subjects. In the process of developing skills in the use of various techniques, tools, and materials in the fine arts program, a child also develops his reasoning skills. In creating a work of art, for example, he is called upon to reason and make decisions regarding the best way to communicate his thoughts and ideas. Through the exploration of art materials, he can investigate the possibilities of a diversity of media.

Not to be overlooked in the statement of the case for the art program are the satisfactions children receive from engaging in creative activity, the achievements gained through creative exploration that carry over into other subject areas, and the opportunity the program provides for identifying and encouraging artistically gifted children.

All else aside, the art program is of value because of its infinite capacity for enriching human life. One of its purposes is to open children's eyes and expose their minds to visual enjoyment of forms, shapes, lines, colors, and textures. In the art program, children become aware of good design and learn to be aesthetically discriminating. As a result, they not only gain a greater enjoyment of *nature*, but they also develop the ability to exercise critical value judgments of *utilitarian* objects.

From the first crude scratch on a cave wall to the psychedelic phenomena that adorn the walls of some of our museums, man has employed the arts to reflect his times and to communicate his ideas. The study of great art provides the basis for the exploration of mankind—his hopes, dreams, joys, and sorrows.

Turning now from presenting the case for fine arts education, let us consider a series of questions designed to help determine whether the artistic climate in a particular school system is one in which the creative arts curriculum can flourish.

1. Does the school system employ a director or supervisor of fine arts?

Although primarily engaged as a resource person for administrators and teachers, the director or supervisor of fine arts performs a variety of other functions in behalf of the many school administrators who do not possess the deep understanding of art education required to provide for the creative needs of children.

Many administrators are already too overburdened with the totality of education to concern themselves with any single segment of the educational program. The art supervisor, however, can devote his full time and energies to appraising the presentation of creative experiences, recruiting art personnel, working with inexperienced teachers, specifying courses of study, and selecting and specifying art supplies and equipment.

Many school districts claim that their small size makes the position of fine arts supervisor superfluous. This is fallacious reasoning. No matter how large or small a school system may be, the expertise of the art administrator enhances and insures the quality of the fine arts program and provides for the aesthetic needs of the community's children.

2. Does each elementary school have an art teacher?

There can be little doubt that a teacher who is an art specialist is, because of his background and training, best qualified to present creative activities to children. Not only does he bring to the school a knowledge of art techniques and materials, but he can also introduce children to a creative way of life.

Many people claim that art is not important enough at the elementary level to warrant a fine arts teacher in every school. The following excerpt from an article of mine, "The Role of Art in the Elementary School" (*School Arts Magazine*, September 1962) deals with this argument.

"The basic philosophy underlying education on the elementary level is to create, from the child's mind, a foundation upon which he may build. The accomplishment of this task is fulfilled not only by teaching the basic three R's but also by instilling within the child a self-confidence, self-discipline, and concentration that urges him always onward. However, this framework is still not enough. The teacher must foster creativeness, sensitivity, and awareness of the beauty of life. A soul without creativeness has not reached its full maturity. Therefore, within this basic foundation, which is the elementary school program, a developmental stage of both aesthetic appreciation and mode of expression is set to satisfy the child's artistic educational needs."

3. What is the fine arts teacher-pupil ratio in the community?

Many communities, in their efforts to economize or balance the budget, cut back their number of art teachers or fail to employ the number required to fill the needs of the district. This numbers game

For another discussion of this subject, see "Why Art Education?" prepared by the National Art Education Association and published by the Publications Division, NEA. Available at 30 for $1 (Stock No. 051-02096).

places unreasonable burdens on the art teachers the community does have. Such psychologically poor working conditions for these teachers are bound to foster a negative attitude and, ultimately, lowered morale will affect the quality of the art program. Furthermore, when the art teachers must spread themselves too thin, the amount of creative activity possible for each child is limited.

From a practical standpoint, the art teacher who must travel from school to school to fulfill teaching responsibilities loses time in transit.

4. If the school system does not employ an art teacher for each school, does it provide art workshops, in-service courses, and other resource materials for elementary teachers who teach art?

The certificated general elementary teacher usually has limited training in fine arts. Conscious of this, such teachers feel incapable of implementing the art activities that would be most desirable for their classes and, as a result, they are often unwilling to teach art.

To help these teachers to organize and present creative activities to their students, it is important for a board of education to provide them with the means of acquiring knowledge in art education. The supervisor of fine arts or the art teachers in the school system can organize meetings and workshops. Possibly, the board can make arrangements for the classroom teachers to take college art courses. The school system should provide resource materials, such as art education magazines and resource books.

5. Does each elementary school have a fully equipped art room?

The success of the creative arts program depends, to a great extent, on the physical plant facilities. Standard size classroom desks limit the work space and therefore the size of the creative projects. In most elementary classrooms, lack of water and storage facilities cuts down on the variety and diversity of techniques that can be presented. Many creative activities such as three-dimensional projects usually require a fairly long period of time to complete, and when 25 of them must be stored over the weeks in an elementary classroom, things get difficult.

The art teacher without a special art room becomes a gypsy who must gather supplies from a central storage room and travel from classroom to classroom. This wastes time and puts the art teacher in the uncomfortable position of always being a guest in another teacher's classroom.

A well-trained art teacher and desirable art room facilities increase the possibilities and opportunities for a sequential art program that enables children to build on previously learned experiences.

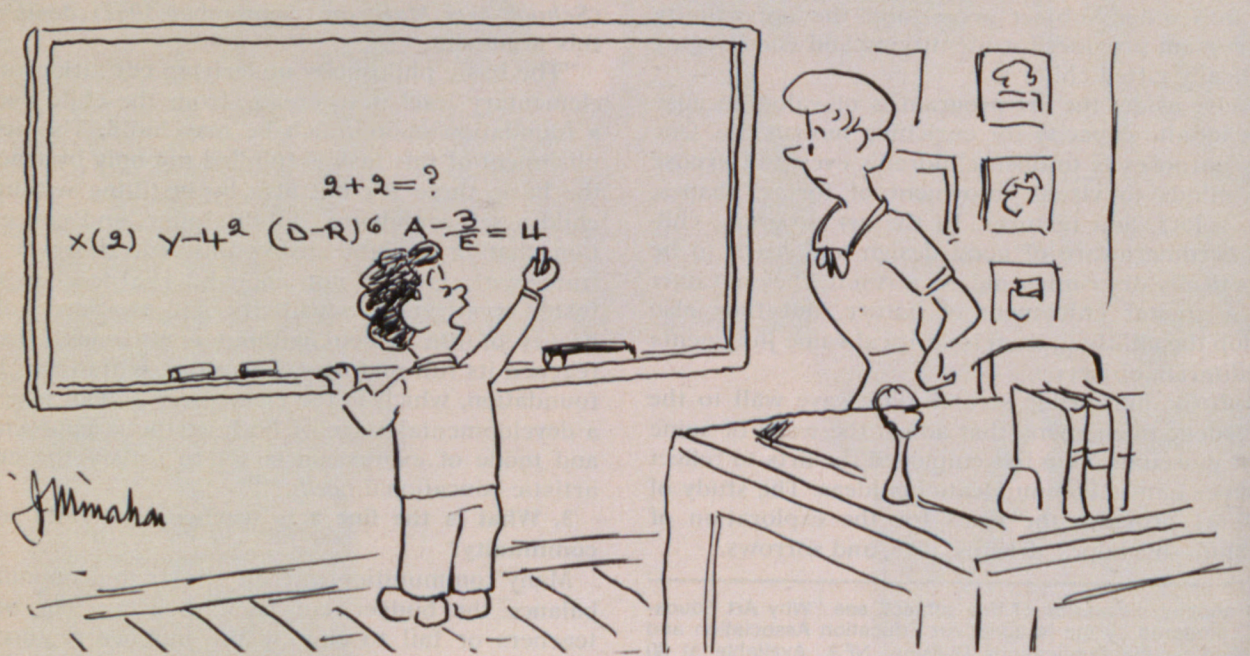
6. Does the district budget include regular expenditures for art supplies and equipment?

The availability and diversity of art supplies and equipment is an important feature in determining the kind of art program that will be offered. The creative arts program should be able to provide for the materials approach—to give the children the chance to investigate the possibilities and limitations of a variety of media.

If the business office establishes a budget for special subject areas, such a policy will insure a fair distribution of funds for the purchase of art supplies. When the responsibility for the disbursement of funds rests entirely with principals, such moneys may be expended on the principal's favorite subjects.

7. What guidance procedures are employed for the identification of artistically gifted students?

An essential aspect of education is to help the child measure and develop his intellectual and creative potential. Fine arts teachers have the training to identify and encourage artistically gifted children. Working cooperatively under the art supervisor, they can provide the guidance necessary for the artistically talented child. □



"You do it your way, and I'll do it my way."

ELAINE G. DENHOLTZ, *instructor, Department of English, Fairleigh Dickinson University, Wayne, New Jersey.*

GIVE THEM A PERFORMANCE

□ **When I was a little girl, my mother taught me a** lesson outside the classroom which has a direct bearing on my teaching career today. It was not the kind of lesson that was formal, structured, or clearly spelled out. My mother knew nothing of "the methodology madness." It was simply her passing remark in reply to an observation I made to her about the Treasurer's Report she delivered before a meeting at our home.

The reports by the officers preceding mother were full of facts, accurate to the third decimal point, and —alas—dreadfully dull. No one bothered to listen. But when mother got up, she wowed them! Her report was not nearly as meaty; she was off by 27 cents; and when she searched for the chart that she had crayoned as a visual aid, she remembered with horror that she had left it at the beauty parlor.

Yet she delighted them all. They hung on her words; they followed every gesture. She was warm, direct, earthy, and charming. And if she had absconded with all their funds, I think they would have cheered her on. Why?

"They really went for your speech. How did you make it so good?" I asked her.

She aimed her radiant smile straight at me. "Honey," she said, "I'm not the best treasurer in the world, but I guess they liked it because they could understand it. And," she winked broadly, "I gave them a performance."

Give them a performance was the lesson. I carry that into my class each day. Make them purr with your performance.

Let's admit it. Every teacher—whether he teaches sixth grade chorus or a graduate seminar in Advanced Comparative Anatomy of the Vertebrates—wants to get to his students, to make them care about the subject, to engender excitement and involvement; in their language: to turn them on.

I try to turn my students on by preparing for a performance each time we meet. Before class, I consider the theme (of the lesson, lecture, discussion), the costumes, the scenery, the pacing, the setting, the plot, the dramatic effects, the music, the lighting—the entire production. Impossible? I think not.

Consider this. I know a woman, a full professor. She has a Ph.D., three fellowships, and one grant under her belt and is chairman of her department. Her knowledge of her specialty is inexhaustible. She has a brilliant, incisive mind capable of dealing with the larger abstractions and also with remembering the picayune details. She should be a superb teacher. She isn't. She's a dud. Why?

First of all, her out-of-date appearance turns them off. As soon as she enters the room, in her lacquered hairdo, frilly dress, pointed toe shoes, and sequined harlequin eyeglasses, she turns them off. Am I suggesting that she don a mini skirt and love beads, that she frug as she enters stage left? Certainly not. But why not get with it? That's costume! They want a *now* professor—someone of the seventies.

Second, while she is informative, accurate, and thorough, she is unbearably dull, doggedly unrealistic about young people, and completely unengaging. Her students respond with a "Who cares?" attitude. None of what she says seems relevant to their lives. It is all a badly performed, Grade B movie, so they switch her off.

The list of crimes committed by "competent teachers" against students is endless. The amazing thing is that in most cases they are the most obvious, hit-you-over-the-head type. Is there any excuse for a teacher to lecture by reading his notes? An author whom I had admired for years did this at a Princeton Writers Conference I attended, and fell from grace in the first five minutes of his talk. Because he didn't bother giving a performance, few bothered to listen to his erudition.

A teacher sells himself first. Of course, he must be competent, knowledgeable, scholarly. That's content. But what about his performance? Does he understand timing, or does he spit out information at an unvarying rate like a teletypewriter? Is his voice dull and unchanging in pitch and volume? Is he content with assigning Chapter II, Exercise 4, and giving a true-false quiz every Monday? Or does he employ various media—music, records, film, tape, student projects—and a variety of techniques to put across the production? Can he make his students laugh, make them angry, make them argue, make them *find out?* Does he pull out *all* the stops on occasion, or is he content to just soft-pedal the whole thing?

Make them purr with your performance!

What I am calling for does not require a combination of Raquel Welch and Judith Anderson. However, it does call for the kind of teacher who understands the excitement and drama of a good learning experience, and who is ready and able to put on a show. Such a person will enjoy the delicious taste of verbal applause when a student, lingering after class, says, "Hey, that was cool. I really dig it. Uh, could I talk to you about it some more?" □

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and experience may enable them to contribute illuminating insights.*

☐ **Juan and Eduardo were in my** math class the year before last. Whenever I looked at them, they reminded me of myself in the days when I was in high school. Like them, I had been a Mexican-American in a predominantly Anglo school. Spanish was the language spoken in my parents' home and in theirs. That home, like theirs, was tumbledown and on the wrong side of the tracks. At times, our similar backgrounds led me to feel a real kinship with them.

Perhaps that feeling is what made me so disgusted with them. In high school I had been sensible enough to realize that the school was providing me with the opportunity to make my life better than my parents' lives were. Juan and Eduardo were letting the opportunity slip by. They attended school only because they had to. Because they arrived late in the morning and loitered between classes, they were tardy almost every period, and seldom even tried to do an assignment.

I knew that both boys were intelligent and I believed that with regular attendance and some effort they could prepare for a skilled trade or even go on to college, so I waged a regular campaign to get them to change their ways. "Look, you *chicanos,*" I'd say to them. "I made it and you can make it too. Just change your attitude. I found out long ago that you have to start thinking and acting Anglo instead of Mexican if you're going to make something of yourself." I didn't get any place, but I continued to hope and to nag. Day after day, when math homework wasn't forthcoming, I assigned them to detention.

One day in the early spring, the principal called me to the office and told me that he felt obliged to warn me that I was too hard on Juan and Eduardo. "They've come to me, complaining about your assigning them to detention almost every day," he said. "I'm afraid that if you continue to work on them, they'll quit school as soon as they're sixteen years old. Your intentions are the best, but I gather that all you do is discourage them. I also have the impression that you have belittled their Mexican background, and this really turns them off. They can't change their whole way of life and I don't believe you should expect them to. They've managed to scrape by from grade to grade so far, and that's probably what they'll continue to do if we can keep them from dropping out. At least, they'll end up as high school graduates if they stick around. My advice is to lay off."

Lay off I did—abruptly and completely. At the end of the year, I moved to a bigger school, so I don't know if the boys are continuing to scrape by or if they have left school. I still think that I was on the right track with them and that given a little more time, my efforts might have borne fruit. Am I wrong?

Consultants' Comments

The teacher asks, "Am I wrong?" Of course he is! On several counts. "I made it and you can make it too." He sets himself up as a model, not by behavior and sympathetic understanding, but by bragging, by childish challenge. Of course the kids are antagonized. They won't—they really can't—mold themselves to the pattern of a pompous adult. He talks to them from an ivory tower and squelches their ambitions by underlining the gap between them. He is the "dropout," not they.

Then, why go to school? The kids feel that they do not "belong." The teachers are aliens, even this *chicano* one. The curriculum is alien, the school's language is alien (and their own language and that of their parents is considered taboo—inferior, tainted with ignorance). So, why should they stay in school? Would you?

Promotion from grade to grade is based on criteria that are completely unrealistic to these youngsters. So many pages to be read, so many tests passed, so much classroom participation, all in a *foreign language* about matters far remote from the facts of real life as the kids know it. Pedagogical, psychological rubbish!

Think and act Anglo! How stupid can anyone get? This *chicano* teacher needs the psychiatrist's couch, not a classroom.

—George I. Sánchez, *professor of Latin American education, The University of Texas at Austin.*

Yes, the teacher is wrong. He has asked two intelligent and courageous boys to reject their identities as human beings. He has hit the kids where they live, and he is hearing a loud ouch. The teacher says he has rejected his "tumbledown shack," but has he? He reveals some deep emotions when he expresses a feeling of disgust with Juan and Eduardo for failing to recognize the superiority of the "Anglo" culture.

When the teacher asks the boys to deny their own existence, he cancels out his ability to influence them in any positive way. Being intelligent and courageous, the boys have resisted in the best ways they know how. As they grow older and bigger and stronger, their resistance will probably become greater and more effectively expressed. It would seem so much better for the teacher to cultivate a rapport with the boys based on a common heritage. With such a powerful base the teacher could "accept the boys where they are" and build in directions that are compatible with their past.

The principal's solution is equally appalling. "To scrape by"—what a waste of human life! If schools have the will to adapt curriculum, it seems certain they have the power to do so. Thomas P. Carter, writing in the Spring 1970 issue of the *College Board Review,* says succinctly: "The school must modify its present approach from efforts to change the home and the child to efforts to change itself."

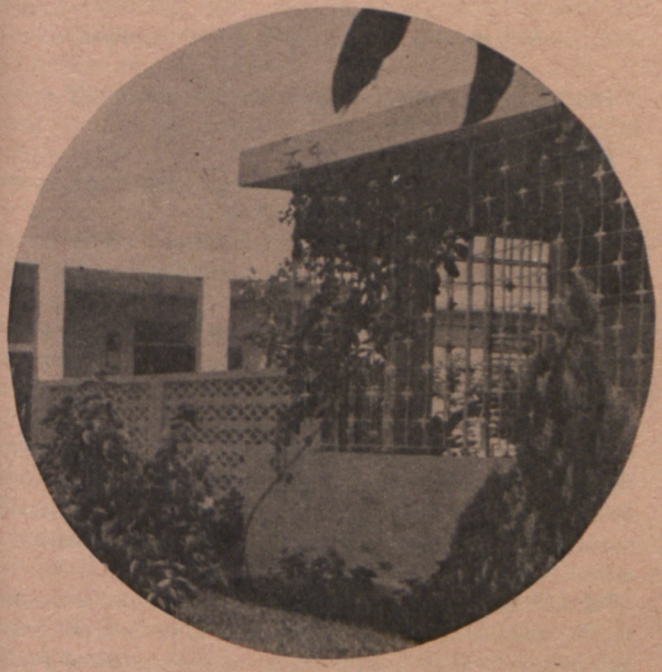
We can do it, can't we?

—Ralph M. DeBruler, *coordinator of pupil services, Edmonds School District 15, Lynnwood, Washington.*

"Do you have a dollar, Dad? I need a bookmark for my homework . . ."

PUERTO RICO TEACHERS ASSOCIATION WELFARE SERVICES...

They Put Other Associations to Shame!



□ Last spring, Helen Bain, then president-elect of NEA, and NEA Executive Secretary Sam M. Lambert visited Puerto Rico Teachers Association President Modesto Rivera and PRTA Executive Secretary Agustin Garcia Estrada in their offices in San Juan. This article includes highlights of their discussion about the unusual aspects of PRTA welfare services to members. The photo at the left shows a section of the PRTA housing development; the illustration below, the PRTA hospital.

Mrs. Bain: I understand that the Puerto Rico Teach-

Dr. Rivera

Mr. Estrada

Mrs. Bain

Dr. Lambert

ers Association does many unusual things that other state associations could perhaps adapt for their own states. Today we'd particularly like to discuss some of your welfare services. What about your medical services? Your retired teachers' home? Your housing development?

Mr. Estrada: We can chart the growth of this association in two stages—the struggle for professional well-being of the teachers and the fight that we in Puerto Rico call the enlargement of the teacher's dollar. As you suggest, we'll limit our talk today to the latter activities.

You might say that our activities in relation to enlarging the teacher's dollar began in earnest a few years ago when we bought 18 acres of choice land for $83,000. Then we sold lots for teachers' homes, built a housing development, and sold a portion of the land to business concerns for about $900,000. We used this money to help build the teachers' hospital. We also used commonwealth and federal funds for this purpose.

Dr. Lambert: Of your many welfare services to teachers, which do you consider your most important?

Dr. Rivera: Probably the medical services. In addition to our own hospital, we have dispensaries all over the Island.

Dr. Lambert: Does that mean that any teacher who gets sick in any part of the Island can go to a medical dispensary for free service?

Dr. Rivera: Yes, a teacher can go to any of the many dispensaries, clinics, and hospitals that have contracts with the Puerto Rico Teachers Association.

Mrs. Bain: Your hospital in San Juan is a very modern one, and I understand you are enlarging it. Is it accredited?

Mr. Estrada: The hospital has always been accredited by the American Medical Association and its hospital accreditation section.

Dr. Lambert: Is the hospital accredited to train interns?

Dr. Rivera: Yes, and we have several interns.

Mrs. Bain: So . . . your hospital is free to members, the doctors' services are free to members, and all of the hospital services are free to members. The teachers who go to the hospital don't pay one red cent to the hospital. Everything is taken care of by your association. Right?

Mr. Estrada: Right. And the spouses and other relatives of the teachers who are members of the plan also receive the same services as the teachers.

Dr. Lambert: What relatives? The immediate family?

Dr. Rivera: Yes.

Mrs. Bain: Do the teachers have to pay more money for this coverage for relatives?

Dr. Rivera: They have to pay more, but it is less than that required under other medical plans available on the Island.

Dr. Lambert: Suppose a member of the Puerto Rico Teachers Association gets sick in a Puerto Rican city other than San Juan—Ponce, for example. What does he do?

Dr. Rivera: He can go to the association dispensary there. If he must be hospitalized, he either goes to one of the hospitals in Ponce that has a contract with the association or he comes to the association hospital in San Juan.

Mrs. Bain: Suppose a Puerto Rican teacher comes to the mainland of the United States or is traveling in Spain and he gets sick. Is he covered outside of Puerto Rico?

Dr. Rivera: He is covered no matter where he is—in Spain, France, or any other part of the world. If we have no contract with the hospital we reimburse the member or pay the hospital directly. However, in paying for his medical services, we pay only the amount that we would pay for the teacher if he were in Puerto Rico.

Dr. Lambert: That's excellent. I don't know of any other association that has anything like that . . . I've been told that you have the best hospital on the whole Island. Is that true?

Mr. Estrada: Well, we have a fine hospital and a great staff of doctors. The doctors are all first-class, and the equipment in the hospital is the latest. At present, we have six new X-ray rooms. Furthermore, the hospital is being expanded to double its present size.

Mrs. Bain: Can only teachers and their relatives go there, or can other people go to that hospital?

Mr. Estrada: It's a community hospital, but the teachers are using 75 percent of the facilities. Incidentally, the board of directors of the teachers' hospital is the same as the board of directors of the Puerto Rico Teachers Association.

Mrs. Bain: In other words, you have two corporations. We did that in Tennessee to build our apartment house. Our teachers association was a sponsor, but we set up a separate corporation.

Dr. Lambert: What is the cost of a semiprivate room

in the teachers' hospital, two to a room?

Mr. Estrada: We pay $14 a day for each teacher. The teachers, of course, pay nothing.

Mrs. Bain: How much are your dues?

Mr. Estrada: Ten dollars a month, 12 months a year. Out of the $10, we set aside $5.70 each month for medical services.

Mrs. Bain: What made you feel you should build a hospital for your members? Weren't there adequate hospitals available or did you just want your own?

Mr. Estrada: Well, there were several reasons. The teachers wanted their own hospital, they wanted to save money, and there were also not enough hospitals in the metropolitan area.

Mrs. Bain: I can see why the Puerto Rico Teachers Association has almost every Puerto Rico teacher in its membership.

Now, let's leave the hospital and talk about something else I saw on the hospital grounds—a beautiful home for retired teachers. Why is it located there?

Dr. Rivera: Well, the retired teachers' home is near the hospital for the convenience of the older teachers who frequently need hospital care. Furthermore, the surroundings of the place are very attractive, and the Park of the Americas will be constructed nearby. Also, the baseball park is near. That whole area will be one of the most interesting and beautiful places on the Island.

Dr. Lambert: How does a teacher get into the retired teachers' home?

Mr. Estrada: He has to be a member of the association, he must be retired, and he must be at least 60 years old. Then he can apply and be admitted.

Dr. Lambert: At what age can a teacher retire with full pension?

Dr. Rivera: In Puerto Rico, a teacher can retire with a full pension at 55.

Dr. Lambert: What does the average retired teacher draw? How much money does the government pay on the retirement of teachers?

Mr. Estrada: Our pension law works like this: Upon retirement, the teacher is generally paid in installments each year an amount equal to the number of years the teacher worked times the average annual salary during the five highest years times 1.8 percent if the teacher has served more than 25 years—2 percent if he has served 30 or more years. In no case will the pension be larger than 85 percent of the teacher's average annual salary.

Mrs. Bain: What about housing for *active* teachers? I understand that if a teacher in Puerto Rico doesn't own his home, it's generally because he doesn't want to. Is this true, and if so, how do you provide homes for teachers?

Dr. Rivera: As you know, the teachers in Puerto Rico have a good retirement system to which they contribute 7 percent and the government contributes 7 percent. The government also contributes an additional amount to pay the actuarial balance. That makes for a large fund, which is invested to earn more money for retirement purposes.

This fund is controlled by a retirement board, which includes the president of the Puerto Rico Teachers Association as an ex officio member. Also on the board are other members of the PRTA and representatives of the secretary of education, the minister of housing, and the treasurer of Puerto Rico.

The contributions to the fund constitute a trust fund, and that fund can be invested by the board. Part of this fund is invested in housing for teachers. In other words, any teacher after having worked for one year under a permanent contract is entitled to a loan to build a home. He can buy a home anywhere, but a home in one of the subdivisions built by the PRTA is sold to teachers almost at cost. A teacher pays for his new home by monthly deductions from his paycheck.

Dr. Lambert: Is there any problem about your being president of the association and also on the retirement board?

Dr. Rivera: No. No problem.

Mr. Estrada: We want him there.

Dr. Lambert: How much cheaper is it to buy a home in a teachers' development than outside?

Mr. Estrada: Well, in our development near the University of Puerto Rico, for example, the land was bought by the association at a relatively low cost, and we pass the savings on to the teacher, who pays only $8 a square meter for a lot of about 400 square meters and about $12,000 for the house. That means that a home there, of three bedrooms, living room, and kitchen—a complete house—costs the teacher about $15,000. But he could sell that house and lot for $25,000, so that by building the house through the association he saves around $10,000.

Mrs. Bain: How large a down payment does a teacher have to make to get the lot and the house?

Dr. Rivera: He doesn't have to pay a cent down. He merely promises to pay the mortgage and the interest. PRTA takes care of everything.

Mrs. Bain: The association builds the house?

Dr. Rivera: Right. When the house is finished, the teacher moves in, with a loan from the retirement fund.

Mr. Estrada: In closing our discussion, I'd like to say that in addition to the unusual welfare services we've been discussing today, Puerto Rico Teachers Association has many other services comparable to or superior to the services of other associations. These include an automatic $3,900 life insurance policy for every member, an $18 million credit union, an extensive travel program, helpful publications, and a powerful legislative program.

In fact, the association is very influential with the Puerto Rican legislature. The association's immediate past president was elected to the Senate, and as a freshman senator was made chairman of the Education Committee. PRTA is consulted by all political parties and all governmental leaders, including the governor, who work closely with the association.

The association is said to have the most political influence on the Island. From this strong position, PRTA has made progress for teachers.

Dr. Rivera: Let me say that the biggest asset of the Puerto Rico Teachers Association is the goodwill of the teachers and their desire for improvement of the profession.

Mrs. Bain: *Esto ha sido muy interesante. Muchas gracias.* □

NEA RESOLUTIONS 1970

George D. Fischer, NEA past president, at a press conference.

Helen Bain, new NEA president, and Donald E. Morrison, new vice-president and president-elect.

The 1970 Representative Assembly adopted the Current Resolutions which are printed here in full. In addition, the Assembly acted on Continuing Resolutions—i.e., resolutions of a more permanent nature—reaffirming some and amending others before passing them. Some of the latter appear below in full, some in part. You may obtain a complete set of resolutions, current and continuing, by writing to Martha L. Ware, NEA Center.

CURRENT RESOLUTIONS

70-1. Unified Professional Membership

The National Education Association urges its affiliates to complete unification by 1970-71, so that each member will be provided coordinated support and services from all levels of the organized profession.

70-2. Salary Goals

The National Education Association insists that salaries of educators compare favorably with income in other professions and occupations of comparable preparation and responsibility. A salary schedule should provide a starting salary of $12,500 for a qualified beginning teacher with a bachelor's degree. Advancement to $25,000 with a master's degree and to $30,000 or more with 2 years' advanced preparation beyond the master's degree should be attainable in no more than 10 years.

The Association urges its affiliates to seek repeal of laws limiting maximum salaries for educators.

70-3. Exchange Teachers' Salaries

The National Education Association believes that the exchange of teachers between the United States and foreign countries is in the national interest and is essential to international understanding.

The Association recognizes that foreign teachers, compensated only by their own governmental agencies at levels considerably below those of the American schools, find it extremely difficult to meet the higher costs of living in this country, and that many must depend upon contributions to achieve even a low standard of living while in the United States.

The Association urges that the federal government provide funds to guarantee that exchange teachers receive compensation while serving in the United States in an amount at least equal to the average salary of the state or school district, whichever is greater.

70-4. Differentiated Staffing

The National Education Association recognizes many innovations designed to further the educational opportunities of children. One concept which purports to hold such promise and to provide for a better utilization of teacher time and talents is differentiated staffing. The Association believes that this concept must be carefully scrutinized and any plan for differentiated staffing be viable, flexible, and adaptable to keep pace with changing

conditions in the schools and society.

The Association insists that any design for differentiating staff, to be successful, (a) must meaningfully involve classroom teachers and the local associations from the initial stages of development through implementation and evaluation, (b) must clearly define roles and responsibilities of certificated and noncertificated staff so that the actual process of teaching rests in hands of individuals having sound educational preparation, and (c) must keep the community informed and seek its cooperation in order to prevent misunderstanding of the educational values to be gained from differentiated staffing.

Available funds must be sufficient both to assure maintenance of manageable loads and to guarantee remuneration for all staff—auxiliary personnel, teachers, and administrators—based upon well-grounded criteria and not bearing the characteristics of a merit pay plan for teachers.

The Association urges local associations immediately to initiate in-depth studies of the many ramifications of differentiated staffing. Local associations should prepare to act in full partnership and shall be accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan for differentiated staffing. Any plan not so designed, implemented, and evaluated should be rejected.

70-5. Evaluation of School Programs

The National Education Association believes the expertise of professional educators is essential when school programs are evaluated.

The Association recommends that local and state education agencies resist school evaluations by nonprofessional personnel, such as those being conducted under contract between the Department of Health, Education, and Welfare and private profit-making firms.

70-6. Family Life and Sex Education

The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association calls upon individual teachers and local associations to cooperate with school administrators and school boards in establishing sex education programs as an integral part of the school curriculum and to work with parents to maintain harmonious school-community relations.

70-7. A Nation Under Law

The National Education Association believes that civil order and obedience to the law must be ensured in every community and school, without abridging human and civil rights. These rights must be protected by judicial procedures that ensure speedy and equal justice under law to all citizens with free legal counsel for the poor and destitute.

70-8. Retirement and Teacher Mobility

The National Education Association urges the enactment of federal and state legislation to enable those who have taught in two or more states, or in the Overseas Dependent School System or other government schools overseas, to receive retirement benefits substantially the same as they would receive if they retired after a career in one state.

The elements of a joint federal-state program are—

a. Agreement by participating states to provide full vesting of retirement rights after no more than 5 years of service

b. Agreement by participating states to accept up to 10 years of out-of-state service, not vested elsewhere, the employee to pay his share of costs and the state and federal governments to pay the employer's share

c. Payment from federal funds to supplement deferred retirement benefits paid to mobile teachers to increase them to a level substantially equivalent to benefits provided nonmobile teachers with comparable years of service.

The Association and its affiliates must move at once to secure the enactment of the necessary state and federal legislation.

70-9. NEA Retirement Program

The National Education Association believes the basic retirement system for educators is and should be the statutory retirement system, and that this should be the primary vehicle for providing retirement benefits to educators. However, the Association should provide a retirement program available to its local affiliates which negotiate supplemental benefits.

70-10. Termination of Social Security Coverage

The National Education Association urges that federal legislation be enacted to require governmental employers to notify their employees at the time notice is given to the Department of Health, Education, and Welfare to terminate Social Security coverage of their employees. The legislation should also provide a method to permit governmental employers who have terminated Social Security coverage to provide it again for their employees.

70-11. Federal Impacted Aid

The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association directs its officers and staff to obtain a permanent solution to the severe financial problems of the federally impacted school districts.

70-12. Student Involvement

The National Education Association believes that genuine student involvement requires responsible student action which is possible if students are guaranteed certain basic rights, among which are the following: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

70-13. Voucher Plans

The National Education Association believes that the so-called "voucher plan" under which education is financed by federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of such plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation.

70-14. International Education

The National Education Association believes that international education is and has been an important part of American education. The International Education Act of 1966 is designed to improve international education and must be fully funded, implemented, and extended.

The Association urges institutions of higher education to participate in programs under the Act. It also encourages its affiliates and local school systems to jointly promote international education for educators.

70-15. American Indian Education

The National Education Association recognizes that an adequate and equal program of Indian education can no longer be postponed. The complex nature and diversity of educational needs of Indians, based on the multiplicity of tribal organizations, geographical location, and limited economic status, requires that the Association support the development of meaningful educational programs with deep involvement of Reservation Indian leaders, recognized groups, and other Indian groups off the Reservation. Such programs should preserve the rich heritage of Indian culture.

The Association is directed to provide Indian leaders with facilities to determine the educational needs and hopes of Indian groups.

The Association insists that federal funding for Indian education be continued until such time as Indian groups are able to meet their specific needs. Federal participation in the meantime should emphasize significant improvements in educational services to provide a quality program.

The Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children and urges a change in BIA policies to effect the following:

a. A professional civil service classification to BIA teachers

b. A salary, length of school year, and school day commensurate with that of educators in public schools

c. Adequate remuneration to accrue with the completion of advanced studies

d. Improved facilities and working conditions for the comfort and convenience of teachers and students

e. Written personnel policies including provisions for sabbatical leave, advanced study, and for the right to professional released time without loss of salary

f. The hiring of only professionally qualified teachers and administrators, the providing of adequate training in Indian cultures, and assignment only to their areas of competency

g. The hiring of teachers and substitutes to adequately meet Indian student needs and not to exceed a maximum pupil-teacher ratio of 20 to 1

h. The active involvement of BIA teachers in curriculum planning and formulation of school policies.

The Association will provide consultant services to implement, through Executive Order 11,491, negotiations by BIA teachers to achieve the above policies and other needs of Indian educators.

The Association directs its staff to report annually at the NEA convention on the implementation of this resolution.

70-16. Access to Copyrighted Instructional Material

The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law provide guarantees to teachers and educational institutions to make use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology.

70-17. National Testing and Assessment

The National Education Association notes that a first report on one phase of the National Assessment of Educational Progress is to be released in 1970, which is descriptive of education, not a comparative evaluation of regions or schools. The Association urges its members to be alert to the forthcoming report and to assume responsibility for studying, understanding, and implementing it.

The Association will continue to resist any attempt to transform national assessment results into a national testing program that would seek to measure all students or school districts by a single standard and thereby impose upon them a single program rather than providing opportunities for multiple programs and objectives.

Marc Copage and Michael Link of the *Julia* TV show, who received human rights awards at the convention, with 1969-70 ACT President Betty I. Buford.

70-18. Federal Professional Negotiation Law

The National Education Association urges the enactment of a federal professional negotiation law. The law should conform to the Association's policy on negotiation. It should provide that any state that establishes statutory procedures substantially equivalent to those provided by the federal statute would be permitted to operate under its own statute.

70-19. Extremism and the Schools

The National Education Association is alarmed at the nationwide attack on the public schools and the teaching profession by extremist organizations. The growing opposition to certain curriculums and to educational policies is recognized by the Association as a thinly veiled political attack on public education itself. The Association urges its affiliates to take concerted action and, if necessary, legal action to defend against such irresponsible attacks.

70-20. Home Rule for the District of Columbia

The National Education Association supports complete home rule for the District of Columbia. Essential components of home rule include increased financing for the schools, a fiscally independent school board, and protection of professional employees' rights.

State and local affiliates should seek from members of Congress support for home rule legislation.

70-21. One-Man—One-Vote

The National Education Association believes that the principle of one-man—one-vote must apply to all levels of government including the election of the President of the United States.

The Association is committed to this concept as its own policy and calls upon its affiliates to implement the concept of one-man—one-vote in their own representative bodies where such implementation does not conflict with the need to guarantee an effective part in the decision-making process to a previously excluded minority group.

70-22. Tax Law Revision

The National Education Association supports the revision of tax laws at all levels of government in order to bring about more equitable tax treatment of all citizens.

The Association further supports income tax deductions up to $100 for political contributions.

70-23. Fair Housing

The National Education Association believes that universally applied fair housing practices aid in bringing about a truly universal public education.

The Association urges its affiliates, in cooperation with community agencies, to develop and promote practicable programs to implement fair housing practices in every community and to demand passage of legislation that will ensure to each person the opportunity to reside in the neighborhood of his choice.

70-24. Environmental Education

The National Education Association is concerned for an improved environment conducive to physical and emotional well-being. The Association strongly urges school systems to include environmental education and human ecology programs in their curriculum and to observe Earth Day annually. The Association further supports legislation and appropriations to preserve our natural environment.

70-25. Community Antenna Television

The National Education Association believes that the use of Community Antenna Television (CATV) channels for education is essential to preserve the public interest, to afford an opportunity for educational innovation, and to encompass the learning needs of a diverse society.

The Association directs its officers and staff to seek the reservation of at least 20 percent of all CATV channels for educational purposes.

70-26. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for:

a. School recruitment that will ensure culturally diverse staffs

b. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies

c. The reduction of the ratio of students to certificated staff to the level teachers determine, in each case, is essential to improved learning

d. Further research and development of ways to identify, change, and, if necessary, exclude prejudiced personnel who exhibit prejudiced behavior detrimental to the school environment

e. The training of police in behavioral sciences, sociology, and human relations to encourage an enlightened approach to law enforcement

f. An awareness of the continued neglect of Mexican-American citizens and youth. The Association shall assist its affiliates to provide programs relevant and helpful to alleviate this neglect in the public schools.

70-27. Drug Abuse

The National Education Association is concerned with the growing misuse and abuse of drugs. It supports the National Drug Education Training Program as a significant step forward in combating the problem. It urges its affiliates to cooperate in the development of leadership training teams to implement the program.

70-28. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies through the computerized technology of our society as is evidenced by the computer data banks of the Internal Revenue Service, the Secret Service, the Department of Health, Education, and Welfare, the Justice Department, and other agencies. The cross-filing and interchange by private and governmental agencies includes such information as prejudicial reports on school-age children of migrant workers, records of firearms purchases, descriptions of individuals who petition for redress of real or imaginary grievances, lists of civil rights demonstrators with their physical descriptions and geographic location, and the description of anyone who may embarrass high governmental officials.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance.

The Association directs its officers and staff to design action programs, to seek legislation, and to support efforts in Congress to stop these activities.

70-29. Education and National Priorities

The National Education Association believes there is a direct relationship between the quality of education which prevails and the quality of life in our society. Therefore, the Association calls for the President and the Congress to place education high in an immediate reordering of the nation's priorities.

70-30. Protection of Educators

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws to guarantee the safety of educators from physical attacks on their persons or property.

The Association will also develop guidelines for action leading to prevention of verbal abuse of educators by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools.

70-31. Representation on Boards of Education

The National Education Association encourages its affiliates to bring about changes in practice and in law to guarantee that elective or appointive boards of education be representative of and answerable to the community they serve.

70-32. Teacher Education

The National Education Association believes that teachers must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to:

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession

b. Support legislation providing legal status and liability protection for student teachers

c. Develop guidelines for qualifications of cooperating teachers and college coordinators of student teachers

d. Formulate standards for school systems receiving student teachers.

70-33. Voting at 18

The National Education Association will encourage and support special efforts to register voters between the ages of 18 and 21. It urges its affiliates to participate fully in drives to register members of this newly enfranchised group.

The Association will also support, if necessary, litigation to uphold the constitutionality of laws granting the right to vote at 18.

70-34. Presidential Appointments

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for Presidential appointments in the field of education be based on significant accomplishments in the educational community, and that partisan political factors should never be considerations of more than secondary importance.

The Association requests that Presidential appointments of federal education officials be made only after screening and approval of a panel of professional educators established by the Association's Board of Directors.

70-35. Integration of School Staff

The National Education Association will assist its local affiliates to develop and negotiate programs for the desegregation of school staff. The Association urges state and federal agencies to provide the funds necessary to implement programs designed to achieve racial balance in the schools.

(*Continued on page* 94)

Literature AND THE NOW GENERATION

VIRGINIA R. MOLLENKOTT, *associate professor of English, Paterson State College, Wayne, New Jersey.*

□ **In the October 1969** *MLA Newsletter,* **Professor Paul** D. McGlynn of Eastern Michigan University made an honest confession:

"I know from experience the painful realization that one is talking earnestly to oneself in front of forty uncomprehending, though not necessarily hostile, faces. At thirty-one I have been made to feel more than once like an eccentric old codger. But it is neither relevant nor practical to assume that my students' abilities are inferior to my own and then hurry on to Blake so that at least they can jot down officially that the tiger 'stands for' one thing and the lamb another."

Dr. McGlynn couldn't be more right. It is never relevant or practical to assume that generational differences imply the inferiority of the younger, and it is neither relevant nor practical to ignore the glassy eyes and go on talking into the multiplying void. If one approach is not working, then it is surely time to try another.

If, as Professor McGlynn claims, literature teachers are the last ambassadors from Western civilization, trying to communicate with people for whom Ché Guevara and Malcolm X have totally eclipsed Odysseus as portrayed by Homer, then we urgently need to make meaningful contact for reasons far deeper than our own professional success. McGlynn suggests an emphasis on metaphor: "I suspect our students might be less likely to confer codgerdom on us if we could display a convincing awareness of the analogy between young life in America in 1969 and the metaphoric process: both trying, as man and especially his poets have always tried, to bridge a gap . . . or impose order on chaos."

McGlynn should have added that while we are stressing the metaphoric process, we might evade codgerdom by the honest admission that the youthful counterculture is in many ways as necessary a revolution as was the revolution of the early Christian church against Roman decadence. The young are alienated from many aspects of our culture that call for the alienation of decent men and that have *always* alienated some poets.

To point out Blake's alienation from hyperrationalism and to demonstrate its parallel to contemporary alienation from noncommittal indifference, for instance, might make the lamb and the tiger take on new dimensions for the now generation.

Sidney Simon and Merrill Harmin, in the October 1968 issue of *Educational Leadership,* offered another excellent suggestion for relevant teaching. Like McGlynn, Simon and Harmin begin with an honest confession:

"How increasingly irrelevant the schools seem. . . . Almost all of us feel tremendous ambivalence as we wrestle with that question of just how much of the standard subject matter of the school is to be set aside to make room for dealing with current concerns of our society."

In answer, Simon and Harmin propose that teachers must go beyond the level of factual information, must also go beyond Bruner's higher level of concepts, and must include vigorous discussion of values. It is not enough to teach *Hamlet* on the level of Hamlet's tragic flaw (fact-for-fact's sake), say Simon and Harmin. Nor is it enough to teach *Hamlet* on the level of Aristotelian tragedy vs. Shakespearean tragedy (the conceptual level). They say that *Hamlet* urgently needs to be taught so that the play will help students clarify their values and evaluate their lives. Discussion must be pointed toward such issues as Hamlet's cruelty to Ophelia: What does this imply about relations between the sexes? Has the student ever been cruel in that way or been the victim of such cruelty? What does the student think about such cruelty?

Unlike McGlynn, who generalizes but does not illus-

trate, Simon and Harmin amply demonstrate how to carry out their proposal. They fail to emphasize, however, that their three levels of discussion must not become isolated units. I am convinced that discussing facts-for-facts' sake one day, concepts another day, and values a third day will surely defeat the quest for relevance. Truly relevant teaching *on any educational level* will constantly move back and forth from one plane to another, relating this fact to that concept, that fact to this question of value, this concept to that value.

Never for even five minutes will discussion be permitted to sink to mere factuality or even to mere conceptualizing. Always, always, the focus must be on what the literature says about you, about me, about our culture, about the way we live our lives. Facts and concepts are necessary to keep such discussion from becoming amorphous, but facts and concepts exist for man, not the other way around.

One way to preserve the focus and heighten the sense of relevance is to approach literary classics by grouping them around contemporary themes and by relating them to contemporary art forms. Because of the constantly shifting levels of discourse, I think providing two detailed illustrations will be more valuable than making myriad unsubstantiated suggestions.

Certainly a vital concern in today's America is that of the generation gap. The modern student may not be turned on by the thought of studying medieval ballads or a difficult Shakespearean play like *King Lear*, but he probably *does* go for the Beatles and Bobbie Gentry, and the effects of the generation gap are of personal concern to him. He will not be likely to turn off his hearing aid if the great medieval ballad "Edward, Edward" is compared technically with "Ode to Billie Joe" and conceptually to a song from the Beatles' 1967 album, *Sgt. Pepper's Lonely Hearts Club Band*.

What better way to study the techniques of the ballad than by trying to decide why Gentry was wrong to call her song an ode? "Ode to Billie Joe" is a perfect minstrel ballad—narrative rather than lyrical verse, operating by hints and implications, making effective use of parallel repetition. By contrast, "Edward, Edward" is a folk ballad, using less of the subjective element but likewise operating through hints and implications, utilizing both parallel and incremental repetition. Both concern family relationships; to varying degrees both concern human callousness toward the suffering of another.

But where concepts and values are concerned, "Edward, Edward" works far better with the Beatles' song, "She's Leaving Home," in which the Beatles twice repeat that the girl described in the song is leaving home and family "after living alone"—emphasizing the fact that without meaningful communication, a person is *especially* alone in the home of his parents. The song makes clear what sort of communication the girl *has* received from her parents, who have impressed on her that they had given up much themselves in order to give her every material advantage. Naturally the girl feels alienated; she wanted the things money *can't* buy, and she has been made to feel desperately lonely and guilty.

These are emotions our students will recognize. Vaguely, they know that there is no sacrifice involved in a relationship of mutual love, respect, and concern and that if one person chooses to do something for another (especially for a child), it is the foulest kind of betrayal to ask at a later date for subservience in return for the "sacrifice." Vaguely, students are aware that something unjust is going on in many homes and possibly in their own, and they are relieved and certainly interested when class discussion helps them to verbalize it all, bringing it to the conscious level. Of course, at an appropriate point in such discussion, a teacher must be sure to indicate that students—like mature people of all ages—must accept responsibility for their own behavior regardless of mistakes that may have been made in their upbringing.

What has this to do with "Edward, Edward"? Plenty. The ballad (here translated into modern English) consists of a conversation between a mother and her son across a frightening gap. "Why does your brand so drop with blood, Edward?" and "Why are you so sad, Edward?" asks the mother. After several evasive replies, the son admits the truth: "O I have killed my father dear,/Alas, and woe is me, O!"

The mother's immediate reaction is significant in the light of further revelations: "And what penance will you do for that, Edward?" He replies that he will banish himself. "And what will you do with your towers and your hall?" He will let them stand until they fall down, for he must never return. "And what will you leave to your children and wife, Edward?" He will let them beg through life, for he will never see them again.

It is the final stanza that makes the crushing revelation:

"And what will you leave to your own mother dear,
Edward, Edward?
And what will you leave to your own mother dear?
My dear son, now tell me, O."
"The curse of hell from me shall you bear,
Mother, mother,
The curse of hell from me shall you bear,
Such counsels you gave to me, O."

What counsels? As is customary in the ballad, a great deal is left to the imagination of the audience, but here it is not difficult to discern that the mother's remarks throughout her son's life have poisoned him against his father. Only after Edward has shed his father's blood does he realize that his father is dear to him. In his shock, he repudiates his own wife and children—running a good home is hard for the person who did not grow up in one—and curses his mother

for her baleful influence upon him.

Students are often unsure of whether to pronounce Edward's mother a hypocrite or merely a victim of acute psychological naïveté: "What penance will *you* do for that, Edward?" Her first reaction is thus to place the blame for her husband's death solely on her son's shoulders, leaving herself above reproach and free from guilt. Is she consciously hypocritical, or is she really naïve enough to miss the fact that, although she did not use the sword, she provided the impetus for its use? Students are not sure that it matters; but either way, in dealing with their own adult contemporaries, their name for it is *hypocrisy*.

How many parents have conditioned their children toward drug addiction (with a medicine cabinet full of tranquilizers and pep pills), and then have judged them for being addicts? ("What penance will you do for that, Edward?") How many parents have, by lack of loving attention, driven their children to promiscuity, and then have judged them for being promiscuous?

Students understand that parents do not *mean* to send their children astray, and they can feel pity for the anguished mothers in "She's Leaving Home" and "Edward." But from their point of view, adult ignorance is no excuse. It is Edward who will suffer the stigma of murder, not his mother; it is the young girl who will bear the illegitimate child or wind up deserted in a big lonely city, not her parents. To young people, psychological naïveté is in the same bag with conscious hypocrisy because the results are the same. They will hardly be listless or glassy-eyed when such issues are being aired, but at the same time they are getting practice in the art of literary interpretation.

And what about *King Lear*? Perhaps because teachers tend to be parents and representatives of the Establishment, they usually approach *Lear* as a play about filial ingratitude: the ingratitude of Goneril and Regan toward their father, the king, and the ingratitude of Edmund toward his father, Gloucester. But when Lear cries out concerning his daughters, "Is there any cause in nature that makes these hard hearts?" modern students are apt to answer, "Yes, certainly. A primary cause of hardhearted children is hardhearted parents!"

And I believe the play bears them out. When Goneril and Regan are alone after Lear has repudiated Cordelia, Goneril comments that Lear has "always loved our sister most" and that "the best and soundest of his time hath been but rash"; and Regan accurately observes that "he hath ever but slenderly known himself." Not knowing himself, he has not known the effect of his willfulness on others. Only after his purification through suffering does he begin to recognize the former hardness of his heart:

Take physic, pomp;
Expose thyself to feel what wretches feel,
That thou mayst shake the superflux to them
And show the heavens more just.

I have always been amazed that Goneril and Regan are regularly played as inhuman vixens from the very start. They are, instead, two girls who have grown up with a self-centered and impulsive father who adores and openly favors their sister Cordelia. They have, of course, toughened under Lear's selfishness and favoritism, so that when he proposes to divide his kingdom according to their professions of love for him (thinking that surely thus he will be able to give Cordelia the most), they are willing to make hypocritically overstated professions of love. But is this not understandable, all things considered?

Later, when Goneril tries to reduce Lear's 100 retainers to 50 because they are "disorder'd, so debosh'd, and bold," Lear storms out of her palace in a fury. When Regan further reduces the number to 25, he grows angrier yet, and finally the two girls decide to accept Lear alone into their homes, "but not one follower." Strictly speaking, they do *not* evict him personally, as he claims; but they *do* refuse to go along with his childish scheme of retaining the privileges and retinue of kingship while shedding the responsibilities of a king. As the play progresses, of course, they become hellishly corrupt, but their corruption is gradual, and Lear, in my opinion, deserves a large share of the blame.

The same kind of filial ingratitude appears in the subplot. In the opening scene, Shakespeare makes plain the reason for Edmund's "ingratitude" to Gloucester: His father twits him in public about being a bastard, speaks slightingly of his mother, and promises to send him out of the country very soon. "He hath been out nine years, and away he shall again." Who can blame Edmund for being fiercely jealous of the legitimate and favored son Edgar? Is Edmund's tough selfishness and villainy really very surprising in the light of his background?

Both Gloucester and Lear are totally blind to what I consider to be their responsibility in the corruption of their respective son and daughters. They see only that the children have failed in their filial responsibility. Generation gap, indeed!

Had Gloucester ever paused to think how his son Edmund might feel about his own bastardy and his mother's status, the twitting might have ceased. (Ask the black students about the effect of constant vilification!) This is what twentieth-century young people plead for—to be considered as people, as equals-because-human, as fellowmen rather than as objects. Do they ask too much?

Gloucester has neatly categorized Edmund. He is a bastard, and therefore does not merit full consideration. Similarly, students of the now generation resent being neatly packaged, categorized, and discriminated against. They want to be judged on their individual, personal characteristics, not on their age group. On the job, they want candidates for promotion to be judged on the basis of intellect and capability rather than on chronological seniority. In a discussion they want to be listened to and judged not by age but by the worth of what they contribute; they do not want people to use age differences to avoid arguments and involvement. They need to articulate these longings,

and under the stimulus of great literature and a sympathetic teacher they will do exactly that.

At the end of *King Lear*, Albany utters some platitudinous promises to administer just rewards and punishments to everyone in the kingdom that has now become his. But his words are refuted by the sight of Cordelia lying dead in Lear's arms—no poetic justice here! Sobered by reality, he becomes less flamboyant: "The weight of this sad time we must obey,/Speak what we feel, not what we ought to say." Here again is a major burden of twentieth-century youth: They want everyone to tell it like it is. And they ask the older generation to be realistic in its requirements, to be honest with them, not to preach ideals that are impossible for both young and old. They are able to empathize with Albany, and they are relieved to discover that Shakespeare "understood."

Is it dangerous to listen sympathetically to youthful concerns in classroom discussions of literature? Is it likely to foment greater misunderstanding and more violent rebellion? Hardly. Psychotherapy allows people to talk freely about their grievances, and the result is not greater fury but greater ability to accept one's own personality and hence to forgive the violations against that selfhood by those who know no better. I am convinced that the growing gap is not caused by honest discussion but by the *refusal* of the older generation to listen to the concerns of the young (as witness the recent movie entitled *If*). Because the discussion of literature can simultaneously attract the now generation to accurate interpretation, help them grasp subject matter, and assist them in coping with very real current problems, literature classes need not be guilty of an increasing irrelevance. If they are, the fault is ours.

Literature deals meaningfully with all manner of contemporary concerns in addition to the generation gap. One might therefore group literary classics around such themes as the essential aloneness of each human being when he suffers, the difficulty of moral choice in a complex world, the uncertainty of tomorrow, and the extent of one's personal responsibility to society. Contemporary art (especially folk music) is so full of social concern that it will not be difficult to find popular art which will lead into meaningful discussion of the classics.

Certain members of the now generation are cutting themselves off from traditional values. They see no reason why recreational sex should not be substituted for responsible love, or why anybody should regard kindness as good and gross selfishness as evil. Many of their less extreme contemporaries retain some of the tried-and-true values but cannot for the life of them see how reading the literature of several centuries ago can possibly have meaning for today.

To both of these groups it is imperative that we communicate one fact: *If we cut ourselves off from the accumulated experience of mankind and refuse to learn from the wisdom of the past, we are condemning ourselves to a costly trial-and-error type of living.* Without any precedent and without vicarious experience, we are condemned to base our values upon the whim of the moment. And God help us when we fall prey to strong politicians who force us to submit to *their* whims. Hitler's whim that Jews should be exterminated cost millions of lives in addition to the casualties of the European phase of World War II!

As a matter of fact, the personalistic and communal counterculture of American youth has been compared to the energy and power of the German youth movement of the 1930's. Obviously, any revolution, no matter how good at its inception, can turn demonic unless its power is responsibly channeled. Through courageously creative teaching, we still might possibly combine the best of traditional education—analytical and detached—with the best insights of the youthful counterculture—integrative and committed. The alternative is hardly pleasant.

It should by now be obvious that we need not set aside the standard subject matter of literature in order to "make room for dealing with the current concerns of society." We need only to see that literature has always dealt with mankind's perennial concerns and to encourage discussion of facts, concepts, and values with a constant focus on the needs of the now generation. □

Lear-

A PLAY FOR THE PRESENT

I think *Lear* is very much a play for the present because in some way or other . . . it asks very profoundly and directly, "Man, what are you all about?" It is not a play about children's ingratitude, but it does fling a tremendous challenge to all of us here to prove that we deserve our humanity. If we are human beings, let us deserve it. What is a man? There is no play that Shakespeare has written, not even *Hamlet*, which flings this challenge in the face of all of us more than *Lear* does, and we live in a time of tremendous challenge. We live in a time, we live on the edge of things. We live in a time when a bomb may drop. We live in a time when the integration of one racial group with another becomes a matter of life and death and of survival. And somehow or other, *Lear* is the play that touches on all these things of today.

—Actor Morris Carnovsky, *quoted in the* University of Chicago Magazine, *January/February 1970. Reprinted with permission.*

WHEN YOU MUST BORRO

SIDNEY MARGOLIUS, *syndicated columnist on consumer problems; member of the National Commission on Product Safety; and author of 13 books, including* The Innocent Consumer vs. the Exploiters *(Pocket Books) and* Your Personal Guide to Successful Retirement *(Random House).*

□ **Teachers, like government employees, have always** been a prime market, or target if you will, for credit sellers and lenders. Teachers fill the specifications perfectly: steadily employed (so they can meet payments), at moderate incomes (so they often need credit), in highly visible places (so they can be found), with middle-class standards to maintain (a teacher wears a suit), and reputations to protect (repossessions are a bad example for the community).

In addition to having to maintain upward-striving standards on moderate incomes while also paying for additional or even previous education, many teachers have the problem of little or no pay in the summer. Some boards of education have tried to solve this problem by spacing pay to provide at least some summer income. Certain experienced teachers have learned to set aside funds for lean summer months. But younger teachers, with lower salaries and growing families, often have had to borrow to fill the gap.

All this, of course, explains why teachers have been especially active in organizing credit unions, including some of the largest in the country. [For information on forming teachers' credit unions, write to National Credit Union Administration, Washington, D.C. 20456.]

Use of credit has spread enormously in this generation. From the mid-1950's to the late 60's, installment debts increased about twice as fast as disposable income and seven times as fast as the population itself. In 1946 when this credit binge started, consumers owed just $4 billion in installment debts and loans, not counting mortgages and short-term, no-fee charge accounts. By 1960, this debt had ballooned to $56 billion. Now it's $120 billion and still growing.

In just the past decade, the average family's installment debts have risen from 10 percent of take-home income to more than 16, again without counting 30-day charge accounts. Moreover, since a third to a half of all families have no debts or only nominal ones, those who do have often obligated themselves to pay 20-25 percent of their disposable income on installment debts.

While the easy availability of credit is hardly the personal and economic boon frequently claimed by the credit industry, credit sometimes does have useful purposes. It has helped young families buy needed equipment or a car, helped students get through college and then get advanced education, paid for babies who couldn't or wouldn't delay their arrival until their parents saved up for them, and even helped families save money by enabling them to take advantage of cut-price buying opportunities.

Nevertheless, easy credit has led to many financial tragedies. Some two to four million wage earners a year are garnisheed because they cannot meet installment debts. Some are finally plunged into bankruptcy. More consumers have gone bankrupt in these relatively affluent times than did in the big depression of the 1930's.

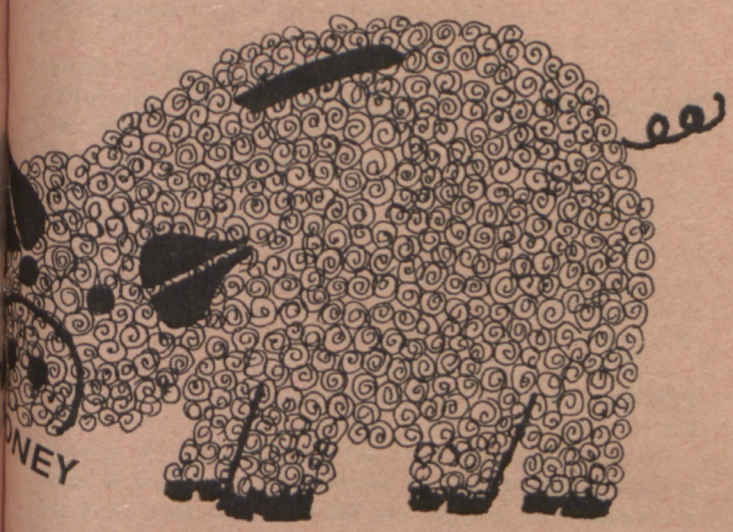
Many families, while not actually plunged into bankruptcy or garnishment, are constantly draining off income to pay credit fees. I counseled one Michigan elementary school teacher whose husband taught at a university there. They were paying $1,600 a year in interest charges alone on various debts including their mortgage. They had three loans and five charge accounts and were paying for a car. Even their children habitually charged purchases at local stores. Their thoughtless use of credit had helped sink them into a serious predicament even though their combined earnings were quite high.

Various surveys have shown that the people who know the most about credit pay the least for it. Young families, however, are notorious for being more interested in the convenience of arranging finance charges than in how much credit costs or even in reading the contract closely. (Unexpectedly harsh penalties can be buried in that fine print.)

Many people use credit unnecessarily, leaving their own money in savings accounts, E bonds, and insurance cash value, all of which earn 5 percent interest, or less. In borrowing or buying on time, these people pay true annual interest rates of at least 10 percent per annum, and more often 18, 20, and even 36 percent.

Here are guidelines for protecting yourself from being trapped in this personally harmful and socially unproductive money waste:

1. Use your own resources to pay cash or at least make the largest down payment you can afford, rather than the smallest the dealer or lender will permit. The credit manager of one of the nation's



largest chains reports that about a third of all installment buyers *do* have the cash to pay for their purchases. They may be avoiding using their own savings for any of three common reasons: (a) they are afraid they won't replace their own savings since there is no compulsion to, (b) they think they can return the purchase and cancel the debt if they haven't paid for it yet, (c) they think they will get better repair service from the dealer if they still owe him money.

The first reason is childish, and the last two are certain errors. Nowadays, dealers usually turn your installment contract over to a finance company or bank, and in most states you have to pay the contract holder whether you are satisfied with your purchase or not. The dealer has gotten his money from the finance company and is no longer concerned with whether you pay or not. A reliable dealer (or more often today, the manufacturer) will provide any guaranteed service in any case.

A prevailing myth is that consumers have to use credit sometimes to establish a good rating. This notion is especially untrue for teachers, and anyway most people have other usable noninstallment references to establish credit if needed (utility and insurance companies, bank, landlord, mortgage, and so on).

2. Shop for credit as carefully as you compare prices on the merchandise itself. Actually, today credit costs often vary more significantly than the price of the merchandise. You can pay as little as $6 a year per $100 of original debt at a credit union, or in some states as much as $17 a year per $100 for a finance-company used-car loan, or $19.50 per $100 to a small-loan company.

The federal truth in lending law, which became effective in 1969 after an eight-year Congressional struggle, now makes it easier for you to compare real credit costs. Previously, different lenders and sellers stated their charges in different ways. These tended to minimize the true annual rate and also were difficult to compare.

For example, for $100 of credit for one year, a banker would tell you (and orally still may), "Seven dollars discount." This means you sign a note to repay $100 but get just $93 in your hand. A finance company or car dealer would (and still may) quote "Eight dollars add on." This means you must repay $108 for $100 of credit. An appliance dealer may say "Ten dollars add on." A department store may quote you a fee of $8.25 for a book of $100 worth of coupons that you spend like cash in the store in any department. You pay back $108.25. A credit union may tell you that you pay 1 percent a month on your declining balance (the amount remaining unpaid at the end of each month). A store may charge 1½ percent a month on the declining balance of a "budget" or "junior" charge account. A small loan company may quote 3 percent a month.

Now, all retailers and lenders are required to tell you the annual percentage rates on installment purchases, charge accounts, and loans.

Thus you have a uniform yardstick for comparing finance charges and also for deciding whether you can save by using your own money. You can see, for example, that when a bank says it charges a discount of $7 per $100 on a personal loan, this is really an annual rate of about 14 percent; that a finance charge of $12 per $100 on a used car or household appliance is about 23 percent; that a service charge of 1½ percent a month on a revolving or budget charge account is the equivalent of 18 percent a year.

While the annual percentage rate must be stated in the contract, some dealers and lenders may not reveal the annual rate until they give you the contract to sign. For purposes of comparison-shopping credit, it is important to ask the annual percentage rate beforehand.

The cheapest way to finance needs is to borrow the cash from a credit union or bank and then to shop with the cash in hand. (Department-store revolving or junior charge accounts and credit cards are not as good an idea as they may seem. They usually allow you 24-30 days of no-fee credit. After that, in most states, the rate is 1½ percent a month on the declining balance—an annual rate of 18 percent.)

Another unusually low borrowing rate is available for people who have life insurance with cash value. They can borrow against it at the original contractual rate of 5 percent per annum (4 percent on GI policies), a rate the insurance companies simply are stuck with in older policies.

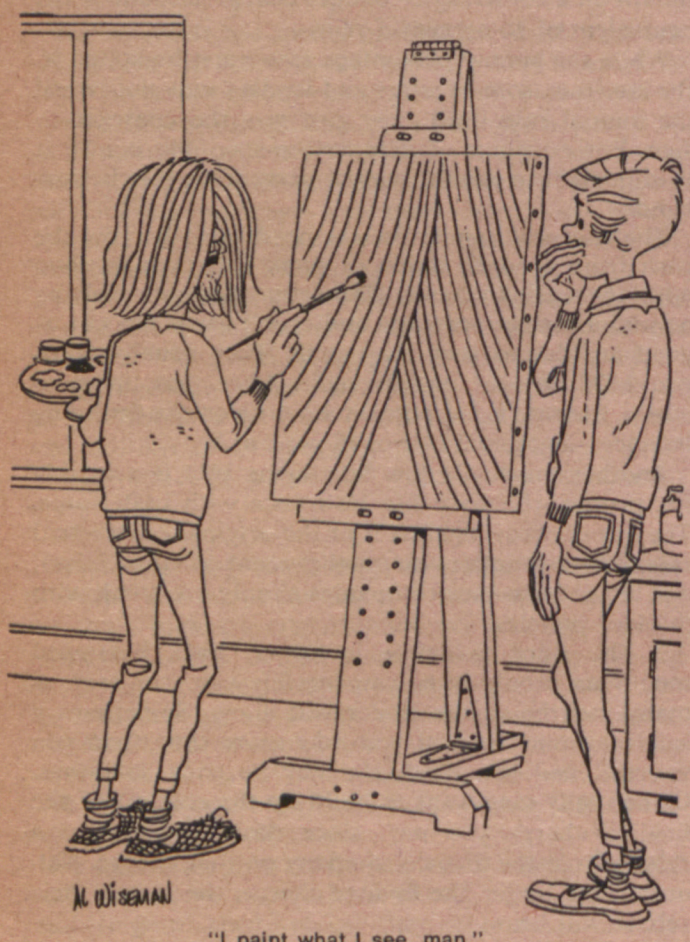
3. The third guideline is to pay back borrowed money as promptly as you feasibly can, not over as many months as the dealer will allow. Sometimes a salesman may suggest you take more time than you yourself feel you need. He may be truly solicitous. Or he really may want to build up the amount of the finance charge you pay, since dealers often get a rebate from the finance company on that charge. Naturally, the larger the finance charge, the larger their rebate will be.

Using these three techniques can be like finding money. One family buys a $320 refrigerator, puts down $20, uses an installment plan charging $10 per $100 a year on the $300 balance, and takes two years to pay. That family pays a total of $360, of which $60 is finance charge. Another family uses $70 of its own money and gets a cash loan at $6.50 per $100 for the other $250, arranging to repay in 12 months. Its finance cost is only $16.25.

4. Schedule your purchases to keep your monthly obligations within safe limits. Families often overcommit themselves because they think they have more surplus income than they do. One family that had made no allowance for clothing or medical care in its basic budget had to ask a family service agency to intercede in a debt crisis because the family had undertaken to pay $70 a month for a car.

The more conservative lenders, such as banks, usually feel a family should not undertake monthly payments of more than 15-20 percent of after-tax income. Auto finance companies will go a little higher. They will let you undertake monthly payments equal to one week's after-tax pay. But this upper limit may be dangerous for a family of only moderate income or for one with substantial obligations, such as several children or unusually high housing expense.

The risk of overcommitment involves not only the possibility of having purchases repossessed, but the greater likelihood that you may have to ask for extensions, which increase your total finance cost.



"I paint what I see, man."

5. Avoid too many small debts. Many families who get into real trouble have been found to owe small amounts to 10 different lenders and finance companies. Sometimes a creditor may get impatient over a minor debt and alarm the others who then rush in to protect themselves by getting garnishments or by repossessing your purchases.

Should you consolidate a number of small debts into one loan? If you handle this maneuver carefully, you can save both finance charges and possible inconvenience. Credit unions and banks often make consolidation loans at true annual rates of 12-13 percent to pay off store and other debts that may involve annual rates of 18-22 percent. But small loan companies, often among the most assiduous promoters of consolidation loans, may charge 24-36 percent to repay debts involving lower interest rates.

6. Take the time to read the contract. A reputable seller will even let you take it home for careful checking.

Do not sign any contract that has blank spaces. Legally, dealers are not supposed to ask you to sign a contract not completely filled in, but they may do so nevertheless. Make sure, too, that you get a copy.

Shun so-called *balloon* contracts calling for a large final payment that may make it necessary for you to refinance.

Avoid "add on" installment contracts that make your earlier purchases security for your new ones. (If you default on the new payments, you also can lose purchases on which you have completed payments.)

Never assume you can erase your debt by returning the merchandise. In most states you will be liable for a deficiency judgment that can include not only the balance you owe but repossession and legal costs. If you cannot continue payments, it may be better to arrange to sell the goods yourself.

Make sure all charges are itemized as is legally required; for example, that finance charges and insurance fees are not lumped together. The contract should state clearly the cash price (including sales tax), the down payment, the amount charged for insurance, the amount of any other fees, the total unpaid balance, the amount of finance charge, the total amount you owe, the number of payments you must make, and the amount of each payment.

If possible, avoid contracts containing a wage assignment. As an added safeguard, in the disclosure form mandated by the truth in lending law, the lender or dealer must show whether you are required to put up any security for the credit (such as your house, car, or furniture) and whether the loan involves a wage assignment.

Especially beware of charges of 60 cents or more per $100 of debt for credit life insurance, and, even worse, accident and health insurance. Many credit unions provide credit life insurance at no cost. It pays the balance if you die. Some banks make only a nominal charge for it. But dealers and loan companies often use the sale of this insurance at high rates to hide an extra finance charge. Legally they can't make you buy it, but they often try to by hinting that it may be a condition for granting the credit. □

THE CASE OF THE ILLOGICAL GHOTI

JOHN F. MOCINE, *professor of English, Los Angeles City College. Mr. Mocine has taught high school English.*

☐ **Typical scene in an English class for foreigners:**

First Student: Will you explain the use of *the*?

Instructor: Let's see. *The* is not used with a proper noun. One doesn't say *the* Germany or *the* Mexico.

Up goes a hand.

Second Student: How about *the* United States?

Instructor: Well, yes, *the* is used with a modifier. We say *the* Union of South Africa, *the* Middle East, and *the* Sahara Desert.

Up goes another hand.

Third Student: How about East Asia or North America?

As the curtain falls, the instructor takes an overdose of tranquilizers.

Teaching English to foreign students is a traumatic experience. If the teacher of English as a foreign language needs to be convinced that our language does not always follow regular rules, the questions raised by students from other lands bring the matter to him daily. He finds himself falling back on the truism that language preceded rules.

An endless number of questions seem to be without logical answers. Why, for instance, does one get *on* a train or plane but *in* a car or taxi? Why do we say "*at* the beginning of the lecture" but "*in* the middle of the lecture"? If the instructor answers the latter question successfully, how then does he explain the fact that the Bible says, "In the beginning . . ."?

Why is it that we live *on* Broadway but *at* 2727 Broadway? Let us suppose the instructor explains that the preposition *on* means "on the surface of." The very next sentence in the text is sure to say, "We rented a cottage *on* the lake."

The problem of prepositions is compounded when we must decide whether to use an article with one. Why do we go *to* town but *to the* city? We go *to* college but *to the* university, *to* church but *to the* movie.

In some instances, we leave off both the preposition and the article. For example, we go swimming. He has diphtheria.

Often, the grammatical points the native-born stu-

dent takes for granted are the puzzlers for the foreign-born. The question of when to use an article or which preposition to use may never occur to the native-born because his ear tells him what is correct. He probably cannot give a rule to justify usage. As a matter of fact, if he tried to learn grammar rules, he might only succeed in confusing himself.

The order of adjectives is also a perplexing problem for the foreign-born. Why does the native-born say "the big, old, red barn" and never "the barn, big, old, red"? Yet if this is so, how does the teacher explain a sentence such as the following: The boy, tired and hungry, was found at dawn.

Verbs are also troublesome. Look at the confusion the progressive verb form can cause. The teacher points out that its use usually implies action that is occurring now. He is writing a letter now. He is studying now. But a student is sure to ask, "What about, 'He is owning a car now'?"

The foreign student asks, "Will you explain the difference between the verbs, *say* and *tell*?" The problem, it appears to me, is that the teacher is expected to state a rule on the spur of the moment that will fit all uses of the two words. If he says that *tell* always takes an indirect object while *say* does not ("Tell me a story," but never "Say me a story"), he is almost certain to find that the foreign student comes up with an exception, such as the following sentence, Did he tell a lie?

Explaining the use of *might* and *may* can also be rather sticky. The teacher explains that *may* is used to express the present and the future, while *might* expresses the past and the conditional. Up goes the inevitable hand. "What about, 'I might go tomorrow.' Isn't this in the future?"

"Yes, but the statement is also conditional," answers the teacher, realizing that his students will always confront him with the exceptions to a rule.

Some verbs in combination with an adverb or a preposition are a source of bewilderment to the foreigner. What, for instance, is the difference between *burn up* and *burn down*? Or explain the meaning of *break up, break down, break through, break out, break in, break over, break off*. The foreigner's confusion increases when he realizes that many of these phrases have both a literal and a figurative meaning. *Back up* in one sentence may mean "to reverse"; in another, it may mean "to support."

Homonyms in English can also cause difficulty. The homonym for *read* is *reed*. Or is it *red*? Is the homonym for *lead, led*? Are we talking about the metal or the verb? *Vice* and *vise* are homonyms, but how about *advice* and *advise? Tier* and *tear* are homonyms—unless we are talking about the verb.

Idioms in English can cause the foreign student endless trouble, because the dictionary definitions of the specific words in the expression may give little insight into the meaning of the idiom. "Give me a ring," for instance, has nothing to do with jewelry. Part of the problem, of course, may stem from the fact that the foreigner has not looked objectively at his native language and is unaware that it, too, contains illogical idioms. For instance, the German idiom for "Don't kid me" translates literally as "Stop pulling me through the cocoa."

Prefixes also puzzle the foreign student. A neatly logical language should pair Latin prefixes with Latin stems and Greek prefixes with Greek stems. Yet, English words are too often hybrids with Greek prefixes and Latin stems or vice versa.

We are able to form the negative of a word in many ways: by adding the prefix *in, un, non, dis*, etc. We appear to have no regular rules for the formation of the negative. Add to this the problem of assimilation where *in* can become *im* in immortal, *il* in illegal, *ir* in irregular, and *ig* in ignoble, and the foreigner is ready to give up.

This brings us to the matter of English spelling, obviously the most illogical and archaic aspect of our language. The fact that we have adopted words from many languages doesn't make the problem of English spelling any easier. Often we Anglicize the pronunciation of a word but retain the original spelling. If proof were needed, one might ask the student from another land about the many sounds of *ough*: through, thoroughly, enough. To illustrate the senselessness of English spelling, George Bernard Shaw spelled fish *ghoti*, the *f* sound in enough, the *i* sound in women, and the *sh* sound in nation.

Finally, the student's bewilderment is complete when he finds that in many cases "abusage makes good usage." We have nothing like the French Academy to make pronouncements on what is correct English. The foreign student soon realizes that the few absolute rules that he thought he could rely on are ignored by the average American in his everyday, informal conversation.

The foreigner had learned that *shall* is used to express the future with the first person singular and plural. He now finds that the American disregards this rule most of the time and says, "I'll." Despite the rules about the nominative and objective case, the foreign student finds that most Americans in conversation say, "It's me."

I suppose the best advice the teacher of English as a second language can give a student is to read, write, and speak English every chance he gets. The teacher should also recommend that the student listen to the patterns of the language and let his ear tell him what is correct. Suggest that if he talks in his sleep he should speak English then, too.

The foreign student seeks desperately for final answers, absolute rules. He is constantly asking, "Why?" I'm sure he feels that the teacher is hiding his ignorance when he cannot cite an all-inclusive rule to the student's question.

Unfortunately, the truth is that no living language, hammered out on the anvil of usage, is always logical. This is especially true of language in a democracy where everyone has a vote on usage and dictionaries and grammar handbooks mirror current usage. □

FOR USE IN EMERGENCY

□ **The weather was great, the lake clean and cool. The** Johnson family was enjoying a "perfect" vacation in an isolated, woodsy spot. Mrs. Johnson and her daughter were busy accumulating fashionable tans; Mr. Johnson had a string of fish (on film) that he planned to brag about all winter. And eight-year-old Jimmy was just about ready to announce, "I can swim!"

Then it happened . . . the frightening, the unexpected. A scream for help sent Mr. Johnson running down the path to the lake. A few moments later he managed to pull Jimmy out of the water. Neither the boy's mother nor sister could explain what went wrong; all they knew was that suddenly Jimmy went under. Now he was unconscious.

Fortunately, this story had a happy ending, but only because Jimmy's father knew exactly what to do. While enrolled in a medical self-help course, Mr. Johnson had taken part in many practice sessions in which he performed approved methods of bringing back breath and life to a nearly drowned person. Little did he dream when he signed up for the course that his first rescue would involve his son.

How would *you* handle an emergency medical situation—say a broken leg, a badly bleeding wound, or the unconscious victim of near drowning? These situations may seem remote, but the fact is that such accidents happen every day—to someone. And who can announce with any assurance, "It won't happen to me or to anyone I know."?

"At least one member of every family in the United States should be trained in medical self-help." This is the goal of the Medical Self-Help Training Program, sponsored by the U.S. Public Health Service and the Office of Civil Defense. The program is designed to provide training in meeting emergencies when the services of a physician or other medical person are not available. Nearly 12 million persons have completed the course since 1963.

"Knowledge replaces fear" is the basic premise of MSH. Participants learn to recognize fractures, dislocations, and sprains and to treat them with improvised splints. The program includes follow-up care in the event that professional help is not available for several days.

In addition to teaching how to treat burns and how to stop bleeding and apply bandages for different types of wounds, the course discusses how to make do with supplies usually found around the house as well as how to improvise methods of moving both the injured and the seriously ill. Program participants also learn to recognize and treat victims of shock. Emergency childbirth techniques may be taught.

MSH also deals with such problems as blast and radiation in the event of nuclear attack, emphasizing how people can protect themselves against radioactive fallout. Survival following a disastrous tornado, flood, or hurricane may also be included. For example, what can be done to prevent the spread of disease when public water supplies and sewerage facilities are out of commission? The lesson, "Healthful Living in Emergencies," directs attention toward predisaster planning and postdisaster improvisation.

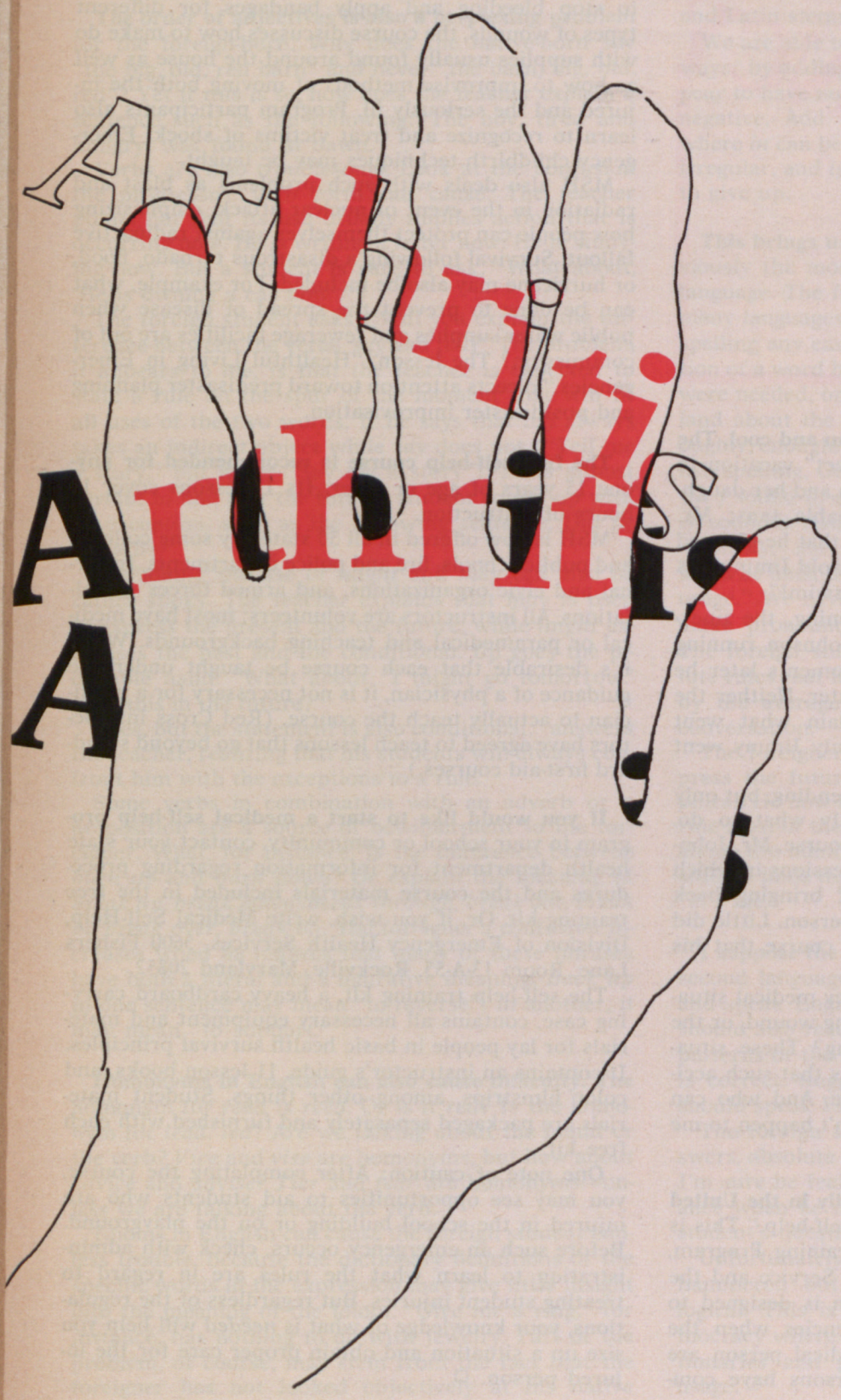
The free self-help course is recommended for any-one 15 years of age or older. Its 11 lessons cover 16 hours of instruction.

MSH is now offered in all 50 states by some colleges and public schools, fire and police departments, fraternal and civic organizations, and armed forces' installations. All instructors are volunteers; most have medical or paramedical and teaching backgrounds. While it's desirable that each course be taught under the guidance of a physician, it is not necessary for a physician to actually teach the course. (Red Cross instructors have agreed to teach lessons that go beyond standard first-aid courses.)

If you would like to start a medical self-help pro-gram in your school or community, contact your state health department for information regarding procedures and the course materials included in the free training kit. Or, if you wish, write Medical Self-Help, Division of Emergency Health Services, 5600 Fishers Lane, Room 13-A-55, Rockville, Maryland 20852.

The self-help training kit, a heavy cardboard carrying case, contains all necessary equipment and materials for lay people in basic health survival principles. It contains an instructor's guide, 11 lesson books, and color filmstrips, among other things. Student materials are packaged separately and furnished with each free kit.

One note of caution: After completing the course, you may see opportunities to aid students who are injured in the school building or on the playground. Before such an emergency occurs, check with administration to learn what the rules are in regard to treating student injuries. But regardless of the regulations, your knowledge of what is *needed* will help you size up a situation and obtain proper care for the injured person. □



□ **Arthritis seldom kills, but it is** the nation's number one crippling disease. According to the U.S. Public Health Service, arthritis heads the list of chronic diseases in this country in terms of social and economic importance, claiming more than 17 million victims and costing the national economy more than $2 billion annually.

Actually, the public enemy we call *arthritis* is not a single disease but a whole family of distinct conditions that affect the joints and the areas around them. Of these, the two most prevalent are osteoarthritis and rheumatoid arthritis.

Osteoarthritis, which occurs primarily in individuals of advancing age, affects an estimated 37 percent of American adults and perhaps 97 percent of all people over 60. In this disease, also called degenerative joint disease, the cartilage that covers the bones of a joint deteriorates. As cartilage wears away, moving the joint becomes increasingly difficult. In some cases, the disease results in the formation of bony spurs at the edge of the joint, further impeding any motion of the joint.

Osteoarthritis most commonly attacks the knees, hips, spine, and fingers. It is not an inflammatory disease and does not affect the body as a whole. Since it does not cause bones to fuse together, it seldom causes severe crippling.

Medical science has not yet come up with a definitive answer to the question of what causes osteoarthritis. Present research into this, the most widespread form of arthritis, points to two possibly interacting suspects: (a) mechanical stress, caused by overweight, poor posture, injury, or strain resulting from work or recreation; and (b) biochemical factors involving heredity, metabolism, and/or endocrine balance.

Because osteoarthritis is a localized, relatively mild disease, the initial treatment usually consists of medication with aspirin to alleviate pain, physical therapy, and, if indicated, weight reduction. Sometimes treatment may require stronger

Material for this article has been drawn from a number of publications of the Arthritis Foundation and of the National Institutes of Health.

drugs, such as phenylbutazone, to replace aspirin, or the injection of cortisone-like drugs into the affected joint. Because the disease is chronic, narcotics or other addictive drugs are not usually prescribed except for short-term use for occasional alleviation of extreme discomfort.

Sometimes treatment includes surgery, either to rehabilitate an already handicapped patient or to prevent deformities. Although treatment calls for no specific diet, it is important to provide the nourishment essential to general good health and to guard against or correct overweight, which places undue strain on the joints.

A change of climate is rarely prescribed. Although some patients with arthritis may feel better in a relatively warm, dry climate, experts agree that climate has no clear-cut or predictable bearing on the cause or progress of arthritis in individual patients.

Physical therapy to keep the joints flexible and the muscles strong and to protect diseased joints from additional stresses may be the most valuable treatment in osteoarthritis. Since the therapy must be carried on indefinitely, physicians often prescribe home treatment programs.

Laymen frequently confuse the diseases *osteoarthritis and rheumatoid arthritis.* The latter refers to a far more serious disorder, involving the whole body rather than being localized in a joint or joints. Rheumatoid arthritis attacks people of all ages and from all walks of life, but its favorite victims are women, and it most commonly strikes between the ages of 20 and 50.

As is the case with osteoarthritis and most of the other arthritic diseases, research has not made positive identification of the cause or causes of rheumatoid arthritis. Over the years, the lineup of suspects has been long. Today's research concentrates on two theories. One is that faulty body chemistry causes the body to produce antibodies that trigger attack on its own joints and tissues. The second is that the disease results from an infectious agent. Researchers point out that these two hypotheses are not necessarily in conflict, for an infection might be responsible for stimulating the production of certain ill-behaving antibodies.

Rheumatoid arthritis begins with inflammatory changes in the membrane lining the joints (the synovium). If the disease is not kept under control, it may go on to cause erosion of bone and scarring of soft tissues around the joint. In some severe cases, joint surfaces are affected to the point where the joint can no longer bear weight; in others, bone surfaces fuse together, immobilizing the joint.

At its worst, rheumatoid arthritis may be an excruciatingly painful and vicious crippler, but the plight of its victims is not hopeless. Although there is no cure, proper treatment, commenced early and continued faithfully, can control pain and prevent serious crippling in almost all instances. Modern medicine has an array of effective measures to use against it. With early diagnosis and proper medical care, 9 out of 10 patients are benefited, and 7 out of 10 avoid severe disability. For this reason, it is important to be able to recognize the early symptoms of the disease (unexplained weight loss; general fatigue; soreness; tingling sensations in fingertips, hands, and feet; persistent pain and stiffness on arising, followed by localized pain; swelling; warmth and tenderness in one or more joints) and to consult a physician if they appear.

Because rheumatoid arthritis involves the whole body, each case of the disease is unique and requires a special regimen. Emotional stress, for example, can aggravate the condition. Before the physician prescribes for an individual patient, he needs to know as much as possible about the patient's family life, his job, and his emotional and physical health. Treatment will probably be a program including proper diet to maintain good health, a balance of rest and exercises, supportive treatment, medication with aspirin and perhaps other selected drugs, and, sometimes, corrective surgery.

The patient's responsibility is to be faithful in following the program his doctor has outlined for him. Exercise, for example, does not mean athletic activity, but special exercises aimed specifically at moving certain joints through their full range of motion to keep them flexible. Determining just what should be done and how much takes first-rate medical judgment. And when the doctor prescribes rest, he means not only resting the whole body in bed, but also resting a particular joint or group of joints. The problem is to get the right amount of rest without keeping the joint inactive for too long.

Surgery is playing an increasing role in the treatment of rheumatoid arthritis. Surgical techniques for removing diseased tissue from rheumatic knees, hands, and other joints have proved successful not only in correcting but also in preventing various deformities.

In this age of medical miracles, the course of treatment the physician prescribes for rheumatoid arthritis may seem undramatic. Aspirin is neither as exciting nor as expensive as some of the wonder drugs, and carefully measured rest and exercise seem to be passive means of dealing with serious disease. Unfortunately, however, there is no miracle cure for rheumatoid arthritis. People who claim to have been cured by a move to a different climate, by a series of shots, or by a special diet are not actually cured, but are experiencing one of the remission periods characteristic of this chronic disease.

The pain and disability of rheumatoid arthritis make its victims an easy prey to quacks. Seeking a quick cure, American arthritics, according to a recent Arthritis Foundation survey, spend an estimated $403 million annually on useless and sometimes dangerous drugs dispensed by unscrupulous physicians, on valueless therapeutic devices, and on such nostrums as filtered seawater, "immune" milk, honey and apple vinegar combinations, alfalfa tablets, and "glorified aspirin." None of these things cures. Worse still, they keep patients from taking advantage of the genuine help that modern medicine has to offer arthritics. □

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Teachers can recognize anxiety in their students and reduce its undesirable effects.

□ **When a person feels that he cannot cope with a** situation that confronts him, he grows anxious. Research indicates that anxiety decreases ability to remember, to attend to information, and to organize details. Since these are some of the very abilities that teachers hope to improve through education, it is important for them to have some knowledge of how to recognize anxiety in their students and of how to reduce its undesirable effects.

Common symptoms of anxiety are perspiring palms, rapid heartbeat, dry throat, nervousness, and crying. The wise teacher, however, realizing that many children learn to hide even justifiable anxiety under bravado, considers a denial of such concern as another possible anxiety symptom.

The teacher can deal with children's anxieties by altering a situation that causes anxiety, by altering a particular child's emotional response to an anxiety-arousing situation, and by giving special training in those thinking and problem-solving skills that are adversely affected by anxiety.

To alter a situation so that it no longer produces anxiety, the teacher needs first to discover what aspects of the situation are anxiety-arousing. For example, since many students are anxious about taking tests, the general assumption is that test taking per se produces anxiety. Current evidence, however, suggests that it is not the tests themselves, but the evaluative nature of tests that makes them disturbing because some children are afraid they may perform poorly in relation to some established standard.

The teacher can reduce this kind of anxiety by encouraging students to regard tests as learning devices rather than as final measures of an individual's adequacy, so that incorrect responses indicate not failure but areas where more work is needed. The standard of evaluation changes from ability to get items "right" to ability to diagnose and remedy one's weaknesses.

In order for the student to benefit from this redefinition of the purpose of tests, he needs to have the details of the change spelled out carefully to him. The teacher's first step is to convey to students the idea that tests may serve other than evaluative purposes. He might develop this notion in a classroom discussion of reasons for taking tests, or he might indicate his philosophy of testing to the class at the beginning of the year. He might point out that tests are valuable to students as indicators of areas in which they need to do more work, that they are valuable to the teacher as indicators of what he should reteach, and that they provide students with opportunities to learn by pulling information together in a new way to answer a question.

Students will need to have a number of experiences with nonevaluative tests to convince them that a teacher can use tests to help them to learn rather than merely to assign a grade, and the teacher can provide these experiences in several ways. For instance, if a test shows that many of the children have not grasped certain ideas included in a test, the teacher might follow the test by reteaching this part of the work. If certain individuals have failed to answer many of the questions, he can provide special help for them. If it is necessary to assign a grade, the grade should be based on later tests, administered after the children have had ample time to learn and integrate the subject matter. This "second chance" arrangement is closer to what happens in the business and professional world than is the traditional "one try and you're finished" approach.

Some children may experience anxiety when they are required to recite or to display their work before an entire class. It is possible to relieve the anxiety of such children by eliminating recitations and displays, but it is hardly practical to alter classroom routines in so radical a fashion if they upset only a few of the children, especially when such alterations would not be beneficial to other class members. For example, eliminating oral reports would deprive the entire class of these opportunities for communication and would do nothing to help conquer the fears of the few who are anxious about speaking in public. A different approach would be more appropriate in this instance.

On the other hand, when there is good cause for a student to be anxious in a particular situation, it is reasonable to alter a classroom routine. If, for example, a student is anxious about performing before persons who make cutting remarks, various constructive changes are possible. Role playing might improve social relations among students. If destructive criticism is a manifestation of competition, de-emphasizing testing and grading might reduce it. The teacher might improve the classroom climate merely by restricting students' comments to constructive criticisms, or he might have to resort to more drastic changes, such as regrouping students to break up old patterns of animosity.

The case of the child who is upset by destructive criticism is different from that of the child whose prior experience has made him anxious about performing before *any* group. An appropriate way to deal with a problem of this sort would be to alter the child's emotional responses to the situation by desensitizing him—by helping him to learn not to feel anxious.

Teaching children not to feel anxious without eliminating or altering the situation that originally caused the anxiety requires time and planning. It is well worth the effort, however, to desensitize children who

experience fears or anxiety in situations that do not bother the rest of the class.

The first step in effective desensitization is discovering what causes the anxiety. For example, if a child becomes anxious when working with groups of children, the teacher might try to discover whether he is most anxious with children of the opposite sex, bright children, large groups, or science lab groups.

Next, the teacher introduces the anxiety-producing factors under favorable conditions, so that the student's nervous system "learns" not to be anxious. He exposes the child to a very mild version of whatever makes him anxious—a small amount of it, at a distance, in a playful context, for a short while, mixed with things he enjoys. He lets the child's best friend be with him. Perhaps the friend can participate while the child watches.

The teacher always concludes the desensitizing sessions while things are pleasant and relaxed. He makes sure the sessions have been rewarding and worthwhile.

As the child grows more at home in the situation, the teacher gradually introduces him to larger doses of the anxiety-producing factor. By easy steps, he removes the props and security blankets—the friends or the games—until the child has worked his way up to full participation in the once-terrifying situation, this time without fear. If at any time the teacher has tried for too rapid progress and fear has crept in, he begins anew, slowly. The teacher keeps in mind that cast-off fears are easily relearned, and makes sure that the once-feared situation remains rewarding and attractive.

The relationship between anxiety and problem-solving ability is interesting to consider. In order to solve problems, children need to use problem-solving skills, and anxiety frequently interferes with the development of these skills. The result is a vicious circle—anxiety contributes to poor problem solving, and poor problem solving causes further anxiety. The teacher can help break the circle by helping students to develop problem-solving skills.

Anxious students often misread problems, overlook details, and misunderstand instructions, so the teacher needs to train such students to learn to examine problems carefully.

After the students have noted details and figured out various possible solutions for a problem, they come to the task of determining the best or most appropriate solution. Since anxious children are frequently poor evaluators, the teacher may need to make clear what the task is and to indicate what conditions must be met for the answer to be satisfactory or what would make one answer better than another. Finally, students should be given practice at setting goals and evaluating their progress in relation to these goals.

Anxious persons have difficulty remembering related details long enough to organize them into a satisfactory solution of a problem. This is a serious handicap, since problem solving often places heavy demands on short-term memory.

Teachers can make students aware of a number of ways to reduce demands on short-term memory during problem solving. When the necessary information is available in books or diagrams, children should be encouraged to refer freely to these sources. In addition, anxious children can be taught to take notes, outline information, and diagram ideas. What they cannot organize entirely in their heads, they might be able to do on paper. For example, to understand the plot of a complex story in order to write a review, a student may need to take notes of the important details and then to diagram the order in which they fit together.

THE TEACHER AND

The Anxious Child

Creative work requires trying out new ideas and selecting the best of them. Students should be urged to keep orderly records of their attempts at problem solving so that they can refer back to them to avoid repeating errors. Instead of erasing an unsuccessful attempt, a child should merely circle it. A clear record of prior attempts will help the problem solver to determine the point at which he needs to stop and plan ahead to avoid old pitfalls.

Another reason anxious children tend to fail to remember the details of a problem is that they frequently rush through problems, thus getting the anxiety-producing problems over with and pleasing teachers, who often put a premium on quick answers. Teachers can reduce such rushing by emphasizing the importance of stopping to think before volunteering answers. A child can be rewarded for pausing to think before answering rather than for having the first hand up.

Once learned, good problem-solving habits will probably persist. An understanding teacher will not always be at hand to request that students search out, consider, and write down the details of problems, but if the techniques prove effective, their usefulness may be sufficient to cause students to cultivate them into habits. □

LIGHT TOUCH

FUN

JOSEPH A. ROSCOE, *teacher of industrial arts, Grand Junction (Colorado) High School.*

□ **In my day, the extension course, Physical Education** 301, was one designed for those who, for some reason or another, were in the process of satisfying state requirements for a teaching certificate. A good many years ago, I had to take the course and found myself in a class with 80 women and three other guys.

We met in the gym of one of those old high school buildings that used to be common in small rural towns. Remember those old gymnasiums with two-thirds of the wall height below ground and the remaining one-third a multitude of windows?

On first sight of the instructor I should have known what we were in for. She was a sweet young thing, teaching not only her first extension course but her first class as well. Her enthusiasm and drive were unbounded.

She had us take a vote on whether the class would be "physical education" or "elementary games." The outcome was 80 for and four against fun and games.

What we four fellows didn't know at the time was that a third of the ladies enrolled in the class were taking it for no credit at all. In fact, some had taken the course two or three times previously and had enjoyed it so much that they enrolled semester after semester, year after year. It was sort of their night out.

Now let's get right down to the content of the course. The instructor told us that each of us had

to originate or adapt a game suitable for elementary children. Then each class member would have the dubious honor of supervising and directing the other 83 in playing the game. We were all to engage actively in the games. *Everyone had to participate.*

Have you ever played a game called Brownies and Elves? I got to be a Brownie, and the other three guys were Elves.

There we stood, two rows of adults, facing the walls at opposite ends of the gym. Brownies to one wall, Elves to the other. Each Brownie and Elf had to run the full length of the room, touch a member of the opposite team on the shoulder, and return to his line without getting caught.

When a demure little woman who had been denying the state retirement demands for several years broke the ice, the fun began. Picture 84 adults gamboling,

& GAMES

staggering, and crawling unceremoniously from one end of the gym to the other. The end result was that everyone was eliminated except for our icebreaker whose track record would have done an Olympic athlete proud.

The durability and tenacity of that little lady and of several others of the so-called older generation in that class left me in awe many times. One of those times occurred during a game called pass the basketball or basketball relay. The class formed two teams, which lined up single file facing in the same direction. At a given signal, team members were instructed to begin passing a basketball down each of the lines. The only catch was that the first passer had to hand it overhead to the team member behind and that person had to pass the ball between his legs to the one behind him and so on. One person over, the next under. The team that completed the maneuvers first would be declared the winner.

This was a picture to behold, for by some quirk of fate the 84 of us had lined up so that the taller ladies had to reach up, backward, and down to reach the shorter ones who had to pass the ball between their legs. The game started rather sedately with everyone maintaining some dignity—until it happened! A rather shorter-than-usual lady with a rather longer-than-usual dress had a bigger-than-usual problem. No matter how hard she tried, she could not pass the ball between her legs.

She tried holding her skirt knee-high with one hand, but then she couldn't pick up the basketball. For her next tack she tried relying on speed. She raised her skirt modestly with two hands, let go of it quickly, and grabbed for the ball to fire it between her legs, but each time she got the ball within range, her hemline would slam down like a goal tender, spoiling her shot.

The rival team, smiling pleasantly and heading for the win, suddenly ran into a similar catastrophe. Panic set in. The more shouting and encouraging the teams did, the more rattled and flustered the combatants became. When the excitement was at a peak, a rather buxom lady immediately behind one of the problem children grew impatient waiting for the ball and lost control. She reached down, grabbed the shorter woman around the waist, and lifted her off the floor, allowing her to pass the ball between her legs. The dam broke. The game quickly degenerated into a frenzy of lift shorty, pass the ball, lift shorty, pass the ball—a truly inspiring use of Yankee ingenuity.

Finally, it was my turn to present a game. At last I got the chance to break the routine of stilt races, squat tag, and ring-around-the-rosy. I presented a good rugged he-man game called multiple spot ball, which is played with a dozen volleyballs and two teams at opposite ends of the gym. The object of the game is for the opposing team members to throw volleyballs at each other until all the members of one team have been hit and eliminated from the game.

The game went along splendidly, with occasional screams of joy and pain, until one of my cohorts became a little overenthusiastic and dropped our little icebreaker right in her tracks. A hush fell over the group. With each muted second of silence, I could feel my grade dropping. A, tick; A–, tick; B+, tick; B, tick; B–, tick; C+, tick . . . and then from the midst of the hovering huddle that had formed around the felled player I heard a quavering voice, "Let's play ball." Saved! Our oldest class member was definitely of hearty pioneer stock.

As I mentioned before, the windows in the gym were at ground level, which only added to my woes. The people of this small community evidently looked forward to the Tuesday night ordeal almost as much as I dreaded it. They would stand three deep at the windows, looking in at the melee. I didn't mind the smiling, knowing looks, nor the whistling and jibing remarks from those groundlings, but when they brought chairs, stools, and popcorn to enjoy the fray, I knew how those early Christians must have felt waiting for the lions.

The course finally came to an end, with sighs of relief from the Four Horsemen and groans of disappointment from the 80. Sometimes I look back on it all with a shudder, then again with nostalgia.

I don't know if the experience had any significance in my teaching career, but I know that it cured me of any stage fright or lack of humility that I might have had. So if you have any introverted tendencies you'd like to bring out or a little arrogance you might like to subdue, I have just the solution for you. It's called Physical Education 301. □

A Tale of Two Locals

JOANNA PITTMAN, *president, Champaign (Illinois) Education Association;* **CLYDE THOMASSON,** *president, Urbana (Illinois) Education Association.*

□ **Once weak and disorganized, the** Champaign and Urbana [Illinois] education associations have now joined forces to tackle such important matters as student welfare, teaching conditions, and teacher representation. The drive for improvement began in the spring of 1967 when a few teachers in Urbana, under the leadership of Roberta Hickman, decided to correct the tea-and-crumpet image of their local association. Their first problem was to contend with the then-influential Urbana Federation of Teachers (UFT). Only after many meetings of teachers, in which both groups presented their ideas, did the teachers of District 116 realize that the Urbana Education Association (UEA) was willing to fight for teachers' rights. When the question of teacher representation was put to a vote, the UEA won by a narrow margin of 47 votes.

In 1968-69, with dues of $5, UEA membership grew from 237 to 305. Membership dropped to 286 the next year, after dues were raised to $25. (This fee did not include dues to either the state or national associations.)

In October 1969, UEA voted to be unified with the state and national groups in the fall of 1970; decided to have continuing membership dues (local, state, national-unified) of $80 a year. Almost 200 teachers have signed up—15 of whom are new to the district.

Recent CEA history has been equally impressive. For many years E. A. (Andy) Mellon, an NEA director, was the spark for Champaign teachers. Under his guidance, Champaign Union District No. 4 won the 1964 Pacemaker Award as one of the eight outstanding school districts in the nation.

After Dr. Mellon's retirement in 1967, followed by two defeated tax referenda in 1968 and the prospect of a $1 million cut in the school program, the Champaign association floundered. A splinter group departed from CEA and formed a local union group. However, in a representation vote, the association overwhelmingly defeated the union. This led the way for the Champaign and Urbana associations to work together in achieving better teaching conditions and improved instruction.

Last school year local dues were $8; 645 (out of 704) teachers in Champaign were paid up members. These members have since voted to unify with the state and national associations and will pay unified annual dues of $92.

Champaign and Urbana are two of many large associations faced with urban problems in an area where there are also numerous small associations with rural problems. In order to associate with teachers from school systems of similar size and with similar problems, last year the two locals joined the Illinois Council of Urban Education Associations and the National Council of Urban Education Associations.

While attending meetings of these groups, members of the locals heard about UniServ and decided to implement it. Aid from the East Central Division of the Illinois Education Association, in the form of the initial $5,000, allowed the Champaign and Urbana education associations to hire an executive director and to incorporate under the name of Champaign-Urbana Teachers, Incorporated (CUT). This fall, UniServ is working for CUT by refunding money to keep the directorship functioning. The money will be in the form of personnel training, cash, and fringe benefits. CUT has now hired Ken Bruce (who has been a teacher as well as a chief negotiator and vice-president of UEA) to be its executive director.

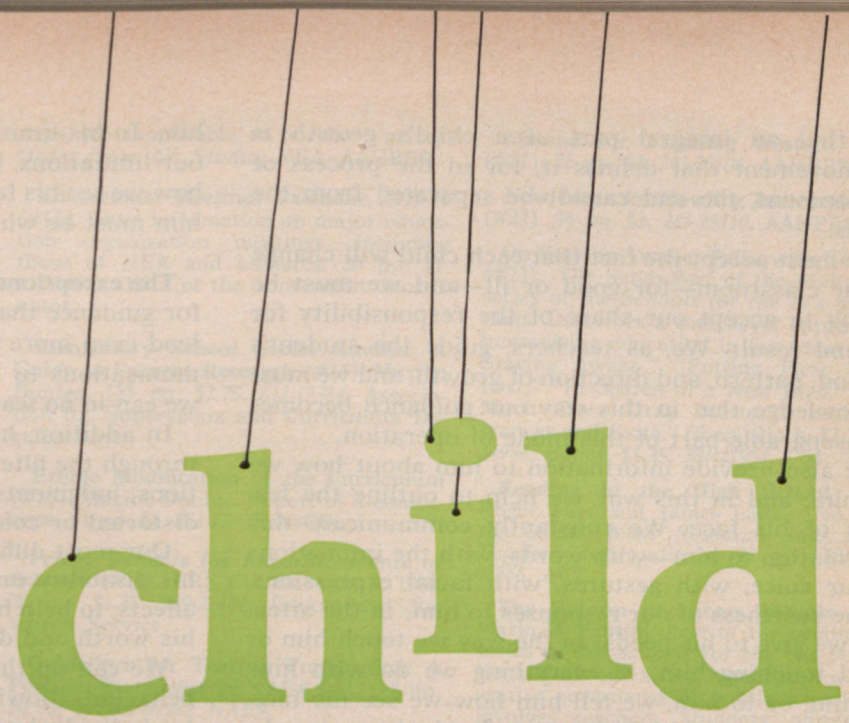
The full benefits to CEA and UEA of being able to work together under CUT, Inc., may be realized only after a period of time, but they are already revealing themselves.

The most spectacular gains are seen in the area of negotiation. Equally important is the increased sophistication with regard to teacher contracts. This year teachers are asking for more power in making decisions about such things as class size, textbooks, and academic freedom.

Also by working together, the Champaign and Urbana associations have helped some of their members win positions in the IEA and the NEA.

In establishing CUT, Inc., the two organizations are working toward a long-time goal: unification of the two school communities. Now that executive director Ken Bruce is freed from other assignments, he is able to spend all his time working to strengthen the teachers' voice in teachers' affairs.

Results of efforts to make the local teaching organizations more powerful will become evident as the organizations become increasingly involved in professional work. In the meantime they feel they have really looked to the future by creating a corporation that is complete with an executive director, a secretary, and a well-equipped office; by seeking consultation from state and national organizations; and by making the effort to improve the position of the teacher not only in the school but also in the community. □



THE FACE OF A child

HARRIET K. HOWARD, *instructor of special education, Westover Elementary School, Montgomery County, Maryland; instructor, Bowie (Maryland) State College.*

□ **Some years ago, in Paris, I watched a puppeteer** performing in pantomime on a bare stage. His last act featured an unusually lifelike puppet fashioned in the image of a six-year-old boy.

The puppeteer himself was extremely skilled. Although the strings that governed the movements of the puppet were obvious to all and no effort had been made to disguise them or the control bars, nevertheless, the puppet appeared to move and to act in a most natural way. Puppeteer and puppet were obviously out for an afternoon walk and a session of play in the park.

The two romped together until one of the strings caught the attention of the puppet. His eyes followed it curiously down to where it was attached to his hand, then back up again to where it joined the control bar. He watched his hand as it responded to the strings, noticed how it moved and then relaxed at the command of the controls. He studied the strings attached to the other parts of his body, watched his limbs move in response to their direction, and traced the paths of the strings as they led inexorably back to the control bars.

After a while he paused and looked at the audience, his face puzzled and wondering. Then, as if in response to a sudden thought, he ran his fingers over the mask that covered his face. He traced its outlines with increasingly desperate deliberation, until, with a short, sharp gesture, he pulled it off. He looked at the features of the mask, at the same time feeling the contours of the face it had covered. Obviously, he recognized them as the same.

His eyes wide, he stared into the audience. There was a hushed silence filled with the enormity of the strings, the control bar, and the mask, with the impact of an undeniable dependence, and with the realization of what he really was. In the long pause that followed, the agony of revelation that the audience shared with him was reflected in his puppet face. His head dropped. Replacing the mask, he tremulously reached out for the puppeteer and held on tightly. As the two moved slowly off stage, his head was still pressed against the puppeteer's leg.

I have often thought of that performance and of how applicable the theme is to the realities of the classroom. For the most important thing we as educators do is to help guide the strings and control bars and to help fashion the masks of the children we teach.

In innumerable subtle ways, we consciously or unconsciously help determine the length of the strings that govern a child's movements: In the degree of play we help build into the controls, we allow for or cut short his creative growth and, in the picture that we project of his potential, his capabilities, and his limitations, we help create the mask into which his features will flow.

Our intuitive grasp of the nature of each child's individuality makes us aware of the kind and degree of direction that will produce a smoothly flowing action rather than a mass of tangled strings. Our knowledge of his strengths and weaknesses helps us attach the strings so that they will sustain a movement rather than break in the attempt to execute it.

The limit of each child's behavioral growth in our classroom lies within the constraints of the child's contribution to the situation and the direction afforded by our interaction. Above all, we must recog-

Mrs. Howard spoke at greater length on this topic before the fourth annual conference workshop of the District of Columbia Federation Council for Exceptional Children. She has taught kindergarten, first and second grades, and special education classes.

nize that an integral part of a child's growth is the movement that defines it, for in the process of development, the end cannot be separated from the means.

We must accept the fact that each child will change in our classroom—for good or ill—and we must be willing to accept our share of the responsibility for the end result. We, as teachers, guide the student's method, pattern, and direction of growth, and we must acknowledge that in this way our guidance becomes an inseparable part of this mode of operation.

We also provide information to him about how we see him, and in this way we help to outline the features of his face. We constantly communicate this information to him—with words, with the intonations of our voice, with gestures, with facial expressions. In the swiftness of our responses to him; in the attention we give to his needs; in the way we touch him or avoid touching him; in everything we do with him, for him, or to him, we tell him how we see his face. And as he sees or thinks he sees what he is, so does he become. Beneath the mask, the child's features take shape, the image becomes one with the reality, and the face and the mask are the same.

While we cannot influence the child and remain completely unchanged ourselves, still we must remain aware of the unbalanced relationship existing in the classroom. The child is so much more malleable and vulnerable than we—so much more dependent upon our behavior than we upon his. Along with our academics, he absorbs our opinions and our biases about him. In his limited self-knowledge, he knows little of our limitations, he only knows what we see in him—how we see his face—and he reasons that our vision of him must be what he is.

The exceptional child may be more dependent on us for guidance than the so-called normal child. He may lend even more weight to what he reads in our communications to him; he may learn to read messages we can in no way be aware we are sending.

In addition, he may have learned to see the world through the filter of his exceptionality, so that perceptions, judgments, and other pieces of information are distorted or colored.

Our most difficult task is to help reduce the size of his disability until it covers only the area it actually affects, to help him see that it in no way detracts from his worth and dignity as a person.

We can do this in the way we guide and shape his behavior, allowing it to form in ways that best suit his individual needs. We can do it in the play we help build into the strings, encouraging exploration of different approaches to learning. We can do this with a sensitivity in handling the control bars that leaves room for creative growth and with patterns that guide him toward compensatory outlets to replace those denied him by his disability.

And, above all, while acknowledging the existence of his handicap and the realities of its restrictions, we can teach him that no matter how his exceptionality may restrict his movements, it need not mar his face. □

"I goofed. I studied last week's homework, and didn't recognize it until I was through."

NEW NEA PUBLICATIONS & AUDIOVISUAL MATERIALS

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Adult Education Statistics, 1969-70 (#1). Research Memo 1970-13. 14 pp. 50¢. *431-22920.* Research Division.

Answers to Health Questions in Physical Education (#2). Prepared by the NEA-American Medical Association Joint Committee on Health Problems in Education. 48 pp. $1. *245-06908.* American Association for Health, Physical Education, and Recreation.

Approaches to Perceptual Motor Experiences (#3). Presents an overview of programs. 24 pp. 50¢. N.D. *245-25102.* AAHPER.

Art in American Higher Institutions (#4). Edmund Burke Feldman, ed. 110 pp. $2.50. *061-25794.* National Art Education Association.

The Assistant Principalship in Public Elementary Schools, 1969—A Research Study (#5). Frank W. Hubbard. 96 pp. $4. *181-05594.* National Association of Elementary School Principals.

A Bibliography of Recreational Mathematics (#6). William L. Schaaf. Volume 1, revised edition; Volume 2, completely new material. Volume 1: 156 pp., $3, *301-09408.* Volume 2: 203 pp., $4, *301-09410.* National Council of Teachers of Mathematics.

Black Art (#7). Ralph M. Hudson, ed. A bibliography. 16 pp. 25¢. *061-02180.* NAEA.

Crowd Control for High School Athletics (#8). 40 pp. $2. *241-25120.* AAHPER.

Curriculum for the 70's: An Agenda for Invention (#9). A. W. Foshay. Part of the preliminary series of the *Schools for the 70's* publications. Combines a rationale for developing a revitalized curriculum and a guide to practice toward the creation of a humane schooling experience. 75 pp. Cloth, $3, *381-11948;* paper, $1.50, *381-11946.* Center for the Study of Instruction.

DGWS Archery-Riding Guide 1970-72 (#10). 143 pp. $1.25. *243-07298.* AAHPER.

DGWS Soccer-Speedball-Flag Football Guide 1970-72 (#11). 148 pp. $1.25. *243-07302.* AAHPER.

Don't Discount Dad (#12). Public Information Leaflet. Tells how to involve dad in school activities. 30 for $1. N.D. *053-02020.* Publications Division.

Drug Abuse: Everybody's Hang-Up. Film documentary. 16mm. Sound. Color. 14 minutes. Purchase, $90; rental for three days, $15 (applicable to purchase price). *Order from AV Studio, NEA.* AAHPER.

Educational Meetings Calendar, 1970-71 (#13). Gives information on major education organization meetings, including those of NEA and affiliates. 20 pp. $1. *138-04640.* Office of the Convention Coordinator.

Elementary School Social Studies: A Guide to Current Research (#14). Maxine Dunfee. 125 pp. $2.75. *611-17384.* Association for Supervision and Curriculum Development.

Ethnic Modification of the Curriculum (#15). Maxine Dunfee. Report of a conference. 51 pp. $1. *611-17832.* ASCD.

Fringe Benefits for Superintendents of Schools (#16). ERS Circular No. 3, 1970. 28 pp. $1.25. *219-21484.* Educational Research Service.

Guidelines for Teacher Preparation: A Position Statement by NAEA (#17). 8 pp. 20 for $1. *061-02182.* NAEA.

Hey, Look at Me! Film. 12 minutes. Color. Sound. Shows elementary school children making their own films. Purchase, $135. N.D. *Order from Association for Educational Communications and Technology.* Rental, $9. N.D. *Rent from AV Studio, NEA.* AECT.

Learning and Teaching in the Arts (#18). Henry David Aiken. Research Monograph 4. Features Giorgione's *The Tempest.* 30 pp. 75¢. *065-02184.* NAEA.

Man and His Environment: An Introduction to Using Environmental Study Areas (#19). No. 1 in the series, *New Developments in Teaching.* 56 pp. $1.75. *246-25118.* Published by the Association of Classroom Teachers in cooperation with Project Man's Environment, AAHPER.

A Man for Tomorrow's World (#20). Robert R. Leeper, ed. Contains addresses from the 1970 conference and two position papers. 91 pp. $2.25. *611-17838.* ASCD.

Manual for Teaching Western Riding (#21). 76 pp. $3. *243-25106.* AAHPER.

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On Staying Awake: Talks with Teachers (#23). Ole Sand. Part of the preliminary series of the *Schools for the 70's* publications. Describes a multilevel approach to humanizing education in five essays: "On Staying Awake," "Putting First Things Last," "In Search of a New Bird," "How Much Does Gray Matter?" and "Entrances and Exits." 60 pp. Cloth, $2.25, *381-11956;* paper, $1.25, *381-11954.* CSI.

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The Reform of Urban Schools (#25). Mario D. Fantini. Part of the preliminary series of the *Schools for the 70's* publications. Calls for a new structure for cooperative governance of public schools that involves teachers, students, administrators, and the community, and proposes an alternative public school system based on choice. 100 pp. Cloth, $3.25, *381-11952;* paper, $1.75, *381-11950.* CSI.

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Scheduled Salaries for Department Heads, 1969-70 (#28). Research Memo 1970-16. 13 pp. 40¢. *431-22858.* Research Division.

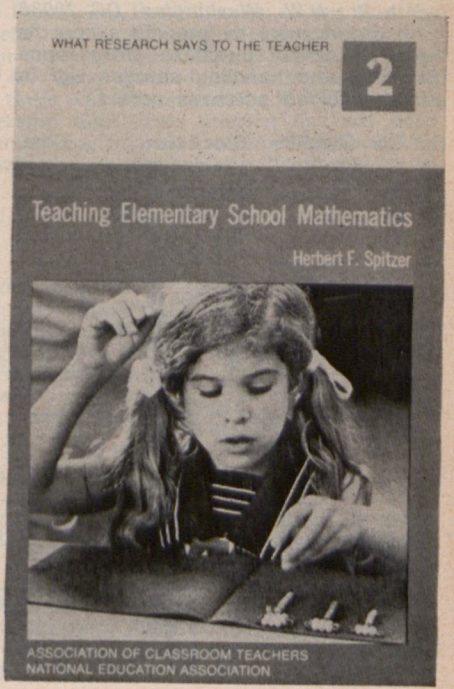
School Year for Pupils and Teachers, 1969-70 (#29). ERS Circular No. 4, 1970. 32 pp. $1.25. *219-21486.* ERS.

The Teacher Is Between. Filmograph. 15 minutes. 16mm. Sound. Black and white. Tells education associations how to organize for human relations action. Purchase, $45; rental, $5. *Order from AV Studio, NEA.* Center for Human Relations.

NEW LOOK FOR "WHAT RESEARCH SAYS TO THE TEACHER"

Teaching Elementary School Mathematics is the first booklet in the *What Research Says to the Teacher* series to be published in a new format and at a new price of 50¢. (See "New NEA Publications and Audiovisual Materials" in the September issue of TODAY'S EDUCATION.) Listed on these pages are two additional titles published in the new format, *Reading in the High School* and *Teaching High School Science.* Other booklets in the 34-title series sponsored by the Association of Classroom Teachers will continue to be sold at 25¢ apiece until they are revised.

This is the first change in price since the series began 17 years ago. The price change will make possible more frequent revisions of titles in the series.



Teaching High School Science (#30). John J. Koran, Jr. No. 10 in the series, *What Research Says to the Teacher*. New edition. 32 pp. 50¢. *115-03586*. ACT.

Television for World Understanding (#31). Suggests ways that classroom TV can be used to develop world understanding. 80 pp. $1.50. *711-18680*. Division of Educational Technology.

Topical List of Health Education Theses and Dissertations (#32). 48 pp. $1. *244-25104*. AAHPER.

Training Programs for Media Support Personnel: An Annotated Directory (#33). 40 pp. $2. *071-02644*. AECT.

Trends in Elementary School Physical Education (#34). 28 pp. 50¢. N.D. *245-25122*. AAHPER.

12th ICHPER Congress Report (#35). Covers the Ivory Coast Conference, the third African Conference, and the Health Education Seminar. 112 pp. $2.50. N.D. *248-25088*. AAHPER.

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Understanding Student-Parent Expectations (#37). Spring 1970 issue of the *Journal* of NAWDC. Explores the relationship of college-age students and their parents to the college. 48 pp. $1.25. *596-17168*. National Association of Women Deans and Counselors.

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Easy as 1, 2, 3, Four. Explains how classroom teachers can apply for a Hilda Maehling Fellowship. 4 pp. *113-03960*. ACT.

Holiday Adventures—Christmas/Spring 1970-71. Day-by-day itineraries of 11 Christmas tours and 4 spring vacation tours. Includes capsule of 1971 summer tours. 20 pp. *573-16952*. Educational Travel Division.

NEA Goals — Objectives — Programs — Procedure. Leaflet. *911-25744*. Office of Planning and Organizational Development.

NEA Member Services Catalog. Presents a concise but comprehensive listing of member services available from NEA. 24 pp. Order from NEA Special Services Division, 1156 15th St., N.W., Washington, DC 20005.

The Search for Quality Versus the Lust for Status. T. M. Stinnett. Fourth Chair of Criticism Lecture on the State of the Teaching Profession. 24 pp. *111-03962*. ACT.

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Mailing address

City State ZIP

Summary Financial Report to Members

REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS
To the Members of the
National Education Association of the United States:

We have examined the accompanying financial statements presenting in summary form the assets, liabilities, and fund balances of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a District of Columbia corporation, not for profit) as of May 31, 1970, and the related statements of changes in the General Fund, Permanent Fund, and Special Purpose Funds for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying financial statements referred to above present fairly in summary form the assets, liabilities, and fund balances of the National Education Association of the United States as of May 31, 1970, and the changes in the General Fund, Permanent Fund, and Special Purpose Funds for the year then ended, in conformity with generally accepted accounting principles, except that Special Purpose Funds are included on the basis of recorded cash receipts and disbursements rather than on an accrual basis. These principles have been applied on a basis consistent with that of the preceding year.

ARTHUR ANDERSEN & CO.

Washington, DC.
June 17, 1970.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
ASSETS, LIABILITIES, AND FUND BALANCES
MAY 31, 1970

GENERAL FUND

OPERATING FUNDS:		
Cash	$ 385,734	
Accounts receivable	4,689,253	
Investment in related corporation (Note 5)	50,000	
Other assets	187,827	$ 5,312,814
Liabilities	(2,775,560)	
Due to Permanent Fund	(1,882,866)	
Due to Special Purpose Funds	(302,210)	
Funds held in custodial capacity (Note 1)	(683,156)	(5,643,792)
Accumulated operating deficit		(330,978)
FIXED ASSETS (AT COST):		
Land	2,197,130	
Buildings, not being depreciated (Note 3)	11,360,920	13,558,050
Fund balance		$13,227,072

PERMANENT FUND

Cash	$ 623
Due from General Fund	1,882,866
Investment securities, at cost, (Note 6) (quoted market $1,682,000)	2,182,033
Investment in related corporations (Note 5)	210,000
Fund balance	$ 4,275,522

SPECIAL PURPOSE FUNDS (NOTE 1)

Cash	$ 443,244
Due from General Fund	302,210
Investment securities, at cost, (Note 6) (quoted market $187,000)	223,796
Fund balance, after deduction of deficit balances in certain funds of $401,969	$ 969,250

STATEMENT OF CHANGES IN THE GENERAL FUND
FOR THE YEAR ENDED MAY 31, 1970

Balance, May 31, 1969	$13,291,379
Income:	
Dues	15,246,769
Other, primarily advertising and publication sales	1,341,858
	16,588,627
Expenses:	
Official bodies	574,601
Office of the Executive Secretary and Deputy Executive Secretary	1,139,347
Office of Associate Executive Secretary for Program Development	1,332,128
Office of Assistant Executive Secretaries for:	
Field Services	2,641,345
Legislation and Federal Relations	614,396
Communications and Public Relations	3,052,882
Professional Development and Instructional Services	1,577,391
Center of Human Relations	305,340
Business Management	3,818,619
Research and Research Division	812,412
Association of Classroom Teachers	645,066
Special Services	28,951
Miscellaneous	197,185
	16,739,663
Excess of expenses over income	(151,036)
Transfer of building improvements, at cost, from Permanent Fund	86,729
Balance, May 31, 1970	$13,227,072

STATEMENT OF CHANGES IN THE PERMANENT FUND (NOTE 2)
FOR THE YEAR ENDED MAY 31, 1970

Balance, May 31, 1969	$ 3,646,143
Life membership dues	716,108
Transfer of building improvements, at cost, to the General Fund	(86,729)
Balance, May 31, 1970	$ 4,275,522

STATEMENT OF CHANGES IN SPECIAL PURPOSE FUNDS (NOTE 1)
FOR THE YEAR ENDED MAY 31, 1970

Balance, May 31, 1969	$ 1,232,896
Cash receipts	6,406,515
Cash disbursements	(6,670,161)
Balance, May 31, 1970	$ 969,250

NOTES TO FINANCIAL STATEMENTS MAY 31, 1970

(1) SPECIAL PURPOSE FUNDS, DEPARTMENTS, NATIONAL AFFILIATES AND ASSOCIATED ORGANIZATIONS, AND RELATED CORPORATIONS

The Special Purpose Funds are made up of funds restricted for specific projects and purposes. Generally, these Funds have income from sources other than NEA. These Funds are included on the basis of recorded cash receipts and disbursements and no determination has been made of the amounts of income and expenses accrued but not recorded as of May 31, 1970. Deficit balances in certain of these Funds are expected to be eliminated through receipt of subsequent payments on contracts, grants, etc.

There are 35 Departments, National Affiliates, and Associated Organizations, and three related corporations offering services to NEA members and to other educators, and operating separately and independently of NEA, except that NEA does act in a custodial capacity for certain of these organizations. The accompanying Statement of Assets, Liabilities, and Fund Balances includes the monies of these organizations which were held in a custodial capacity as of May 31, 1970, but the Statement of Changes in the General Fund excludes the income and expenses of these organizations.

(2) PERMANENT FUND AND LIFE MEMBERSHIP DUES

The Permanent Fund consists of permanent investments of the Association, together with any other funds received by gift, bequest, devise, or transfer for deposit to the Permanent Fund. The Permanent Fund may not be expended or otherwise transferred, except by the approval of the Executive Committee, the Board of Directors, and a two-thirds vote of the Representative Assembly.

Life membership dues are recorded when received. All collections are recorded as Permanent Fund income, except that the amount equal to current annual membership dues is credited to the General Fund. For the year ended May 31, 1970, life membership dues of $457,440 were credited to the General Fund.

As of May 31, 1970, there was approximately $8,061,000 in uncollected life membership dues. This amount has not been recorded in the accompanying financial statements, since it is not possible to estimate the amount which will ultimately be realized.

(3) FIXED ASSETS

Buildings are not being depreciated because it is the intention of the Association to fund future building replacement or expansion from sources other than current income or General Fund capital. Building additions and replacements are financed from the Permanent Fund and transferred to the General Fund. Furniture, fixtures, and equipment are financed from the General Fund and are expensed when purchased.

(4) DuSHANE EMERGENCY FUND

The NEA DuShane Emergency Fund (a Special Purpose Fund) had $629,510 in interest-free loans outstanding to teachers and state associations at May 31, 1970. Approximately $515,000 of these loans are delinquent or have been extended due to the current inability of the borrowers to repay the loans. Therefore, the ultimate collectibility of these loans and the collection dates are indefinite. For this reason, loans outstanding are not reflected in the accompanying financial statements; collections

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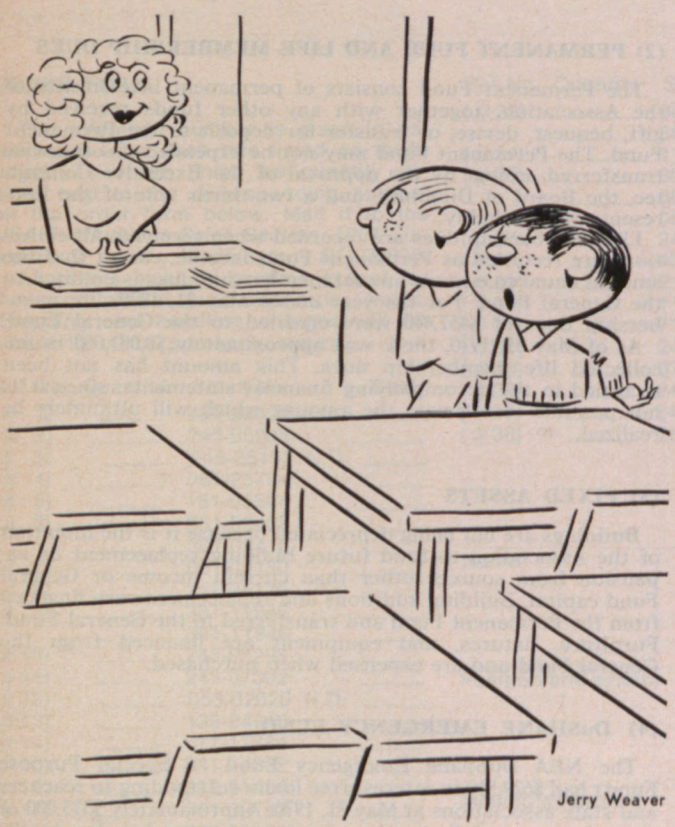

"Don't let Miss Smith's friendly smile fool you; she won't let you get away with anything."

on these loans will be recorded as increases in the NEA Du-Shane Emergency Fund balance if and when received.

(5) TRANSACTIONS WITH RELATED CORPORATIONS

The Association has made investments in Teachers Services Corporation and Educators Fund Management Corporation (the manager of the NEA Mutual Fund) as follows:

	General Fund	Permanent Fund
Educators Fund Management Corporation—		
Common stock	$50,000	$ 30,000
Subordinated notes	—	30,000
Teachers Services Corporation—		
Common stock	—	37,500
Preferred stock	—	112,500
	$50,000	$210,000

The combined total book value of these corporations is approximately $1,000. However, in the opinion of the Association Administration, the cost of the investments is recoverable.

The Association and Teachers Services Corporation have options expiring in 1974 to purchase 700,000 shares of Horace Mann Educators Corporation at a price of $10 per share (as adjusted for a two-for-one stock split). The options were received at no cost in exchange for an agreement to use the Horace Mann Group of insurance companies for the NEA tax sheltered annuity program. NEA and Teachers Services Corporation have not as yet determined the allocation of all of these options between the two organizations. However, on June 4, 1970, the NEA Executive Committee agreed that Teachers Services Corporation may exercise options to purchase 40,000 shares. Also, on June 4, 1970, in connection with a loan guarantee made by the Association on behalf of Teachers Services Corporation (as discussed below), the NEA Executive Committee agreed that Teachers Services Corporation should rescind a previously existing agreement whereby Teachers Services Corporation could exercise options to purchase 100,000 shares. As of June 17, 1970, the Teachers Services Corporation Executive Committee has not met to consider this matter.

The above stock is listed on the over-the-counter market and has only limited trading. For these reasons, the quoted market price ($17.50 per share at May 31, 1970) is not necessarily realizable for the shares under option.

The Association has guaranteed bank loans of $281,679 (secured by automobiles) to Teachers Services Corporation as of May 31, 1970. On June 4, 1970, the Executive Committee of the Association agreed to guarantee bank loans to Teachers Services Corporation of up to $300,000 in addition to those described above.

(6) INVESTMENTS

Investments are considered as long-term assets of the Association and in the opinion of the Association Administration no provision need be made for market value declines.

(7) LEGAL ACTIONS AND CONTINGENT CLAIMS

The Association has certain contingent claims and has been named as a defendant or codefendant in various lawsuits. Total contingent claims and damages sought by plaintiffs in the lawsuits are in excess of $3,000,000. In the opinion of the Association's Office of General Counsel, however, the Association's ultimate liability is by any realistic analysis significantly less than the amount claimed.

REPORT OF TREASURER

The elected Treasurer, in carrying out his responsibilities, relies heavily upon the headquarters staff. An audit of the annual financial statements is made by independent auditors appointed by the President.

Some highlights of the past year, as shown in the financial statements reported upon by Arthur Andersen & Co., are (1) current liabilities totaled $2,775,560 with unrestricted cash of $385,734 on hand to meet these liabilities, which creates a cash flow problem for the Association; (2) for budget purposes, income and expenses were $16,588,627 and $16,739,663, respectively; (3) the year end balance of $13,227,072 in the General Fund consists of land and buildings of $13,558,050 less an accumulated operating deficit of $330,978.

The above summaries of reports are submitted as required by Article IV, Section 4 (e) of the bylaws. The respective reports are on file at NEA Headquarters.

(*Continued from page* 32)

he goes to school, they confront him with the same blooming, buzzing confusion. He is stimulated with play activities, with opportunities for social interaction, with rhythmic movements, with music, with visual displays, with contact sports, with tactual experiences, and with anything and everything the school system can think of—or afford.

But maybe a "stimulating environment" and an "enriched environment" are not one and the same thing. It is not true that a brain is a brain is a brain. The rat is a rat and he hath a rat's brain; the child is a child and he hath a child's brain. And each, according to my hypothesis, requires its own educational nutrient. What, then, are the species-specific enrichments for the human child?

Of course, I do not know the answer to this question, but let me share with you my present enthusiastic guess that in the language arts you will find part of the answer.

I can start with no better text than a quotation from my teacher—Edward Chace Tolman, who was a completely devoted rat psychologist. "Speech," he wrote, ". . . is in any really developed and characteristic sense, the sole prerogative of the human being. . . . It is speech which first and foremost distinguishes man from the great apes." In my opinion, it is in the study of language, above anything else, that the psychologist will discover the psychology of man, and that the educator will discover how to educate man.

In the first place, in my opinion, human language, with its complex and abstract structure, has *nothing* in common with animal communication. Language is probably the clearest instance of a pure species-specific behavior. This is true whether you study language as a neurologist or as a psychologist. Let us look at some brain research first.

In 1967, Robinson, at the National Institute of Mental Health, attempted to discover which areas of the monkey's brain controlled its vocalizations. Now the monkey most certainly uses vocalization for communication, but principally for communication with emotional overtones, such as threat, fear, pain, and pleasure. Using 15 animals, Robinson stimulated 5,880 different loci or spots in the brain by electrodes to see whether such stimulation could bring forth vocalization. He explored loci that included neocortical areas as well as areas in the limbic system—that older part of the mammalian brain which is most intimately involved with motivational and emotional responses.

Robinson's results were clear-cut: First, despite exploration of several hundred different neocortical sites he was unable to raise a single sound from his animals by stimulating their *neocortex;* second, stimulation of the limbic system brought forth regular, consistent, and identifiable vocalizations.

These results differ sharply from those found with the human brain. While there is some evidence that human cries and exclamations uttered in moments of excitement are also controlled by the limbic system, *speech and language clearly depend upon neocortical areas*—areas for which there simply are no analogues in the brain of any other animal. These areas are, of course, the well-known Broca and Wernicke areas in the left hemisphere of the human brain. It seems clear, as Robinson says, that "human speech did not develop 'out of' primate vocalization, but arose from *new tissue* (italics my own) which permitted it the necessary detachment from immediate, emotional situations." Man's brain, and his alone, is a language-supporting brain.

Corresponding to the neurological picture is the psycholinguist's view of language. Almost every psycholinguist is impressed not only with the unique nature of language itself, but with its unique mode of achievement by the child. Whatever value so-called reinforcement or stimulus-response theories of learning may have for describing acquisition of motor skills by people, maze learning by rats, and bar pressing by pigeons, these theories are assessed as completely trivial and utterly irrelevant when it comes to understanding what McNeill refers to as that "stunning intellectual achievement"—the acquisition of language by the child.

Indeed, in reading the psycholinguists' work, one is left with the impression that we will have to develop a species-specific learning theory for this species-specific behavior of language. I must confess that I agree with them. And if we ever achieve an understanding of language development, and if we learn how to push the *human* brain with this *human* experience, then we will indeed be on our way.

Now I know that other people have proposed other ways with which to enrich the child's education. Some plug for what are referred to as "cognitive" experiences or "productive thinking" experiences. Let me hasten to record that I quite agree with them. As a matter of fact, I am not at all certain that I am saying anything other than what my cognitive friends propose. For I hold with McNeill's judgment that ". . . the study of how language is acquired may provide insight into the very basis of mental life." And, I would go on, being human *means* having an effective mental, cognitive life.

For these and many, many other reasons I would urge the educator to turn to the psycholinguist—as well as to Piaget and Crutchfield and Bruner—for his major guides in designing a rational educational enrichment program.

Now, whether my guess merits this enthusiasm or not will perhaps eventually be determined by research. But here is the challenge and here is the promise for the educator: Drop your kitchen-sink approach, and specify and define for us the species-specific, psychologically enriching experiences for the child—and we will be off and running! □

♦ *Readers interested in other aspects of brain research and theory are referred to two articles,* "Learning and Memory," *which appeared in the April 1968 issue of the* NEA JOURNAL, *and* "Chemical Transfer of Learning?" *which appeared in the February 1969 issue of* TODAY'S EDUCATION.

IDEA EXCHANGE

Resource Book

I create my own resource book for each subject I teach, placing the materials in a hard-cover, loose-leaf notebook.

In the front of the book, I keep a simple copy of my lesson plans for the semester. Then I insert one copy of every duplicated instruction sheet I give out to the students; keys for quizzes, tests, and finals; homework assignments; samples of the students' work; grading scales; newspaper clippings; lecture notes; and so on. This way I have everything at my fingertips. As I update the material, I simply replace the old material with the new.

—Carole Rounds, *consumer economics, typing, and shorthand teacher, Crescenta Valley High School, Glendale, California.*

Vicarious Tour

The slide projector clicked away while a multitude of color slides that were coordinated with a tape-recorded narration told the story of our high school to a group of junior high students slated to enter our school. "Come with me on a grand tour of Roy Miller High School," the voice on tape urged.

Most high school counselors are responsible for the orientation of incoming junior high students. Since our large high school has several feeder schools, it is unfeasible to bring the junior high students for a full tour of the school.

It occurred to me that the next best thing would be to prepare and take to the various junior high schools a color slide series of pictures of our school accompanied by a recorded narration complete with sound effects of students and teachers, choir and band.

The audiovisual department in our school system was most cooperative and helpful. A staff member and a photographer offered their know-how to assist me. My first step was to write a script in order to plan what pictures I needed to illustrate the story I wanted to tell. I spent several evenings preparing a script designed to simulate a personal guided tour of the school. The idea was to begin with the building outside, zoom in on the front entrance with a student waving a welcome, and proceed on a photo tour of the offices, classrooms, cafeteria, and student activities.

When the photography was well under way, we began tape recording sounds—voices, music, hall noise. We chose as narrator the president of the student council, who did a fine job.

Our skillful school photographer accomplished one of the hardest tasks—that of editing the slides and tape (the taped narration and sounds had to be spliced and blended together). Later we added graphics with captions.

This first production effort taught me a great deal. I am now ready to revise it and improve it. For example, if you have the right slides to illustrate your story, let them do the talking and cut down on the words. We have a tendency to talk a point to death when a simple word or two with a picture does a better job.

Many counselors might consider developing such a package for their school systems. The junior high counselor would find one helpful in orienting elementary students. Elementary counselors could prepare one that would illustrate the elementary school to kindergarten or first grade parents.

The cost is not great. Film and tape are the major expenses. The work involved is considerable, but the outcome is worth it.

—Jo Ann Carpenter, *counselor, Roy Miller High School, Corpus Christi, Texas.* □

Let Students Tape-Record Assignments

When I was teaching junior high science, I noticed that not all of my science students responded with equal enthusiasm to research assignments that required written reports. I suggested that those who preferred to might tape-record their reports.

Soon I began receiving some very creative reports from students who had previously had only limited success in this type of assignment.

Sometimes the students reported individually on tape and sometimes two or more would discuss their findings, bringing out all the data and possible interpretations of it. The quality of their reports improved greatly, as I had hoped, and so did the quality of their research.

—Dennis A. Duncan, *director of an inquiry development (Title III) project, Port Angeles, Washington.*

Semester Assignment Sheets

Are you plagued with students who ask for make-up assignments or others who just do not hear the assignment? One suggestion to alleviate this problem is to duplicate for each student an assignment sheet that covers an approximate semester's work. This would include the course title, assignment number, pages, and specific assignment.

Here are some examples selected at random from my Algebra I assignment sheet:

Assignment No.	*Page No.*	*Assignment*
1	6	even 2-32
6	49	all
12	66	even
30	127	even
40	170	odd

Since there are no dates on the sheet, each student has the flexibility of working at his own pace; but the sheet does include the important material the teacher feels should be completed. Students who have the time to work ahead may do so without asking the teacher what the assignment is. The sheet makes an excellent front page for a student subject-matter notebook.

—William D. Grafflin, *principal, Milton-Union Jr. High School, West Milton, Ohio.*

Hook Them on Books

I want my students to realize that library books are not just for book reports or for finding out things for the teacher. I want them to know that no matter what they are interested in or may want to learn, the library is for them.

So, at the beginning of each grading period, we take two days to examine books. I select from 45 to 75 books from the school and/or public library, bring them to the classroom, and put one on every desk. I give each student time to examine the book, and if he thinks he would like to get it again on his own card sometime, he writes the title and author in his notebook. We also discuss some of the exciting things the students find and want to share. When I say "Change," each student passes his book to the next person.

This two-day activity gives the class a chance to look at and share many books—much more quickly and comfortably than they could in the library.

The number of requests for library permits, the librarian's comments, and the students' enthusiasm have convinced me that the plan is worthwhile.

—Dorothy Tolle, *teacher of seventh grade science, Roosevelt Junior High School, Middletown, Ohio.*

(*Continued from page* 29)

school as a familiar experience."

Miss Peterson also notes that agency people have been reporting recently that girls who seek residential care today are likely to have more emotional problems than girls who formerly went to maternity homes. Consequently, she says, maternity homes need teachers who have academic backgrounds that include sociology and psychology as well as subject matter courses and who are experienced in working with young people with behavioral disorders.

In some communities, maternity homes provide continuing education for pregnant schoolgirls who live in the community by allowing them to attend classes at the home. The Florence Crittenton Home in Erie, Pennsylvania, is involved in such a program.

Another trend in providing for the education of pregnant school-age girls is to allow them to remain in their regular school. A state bylaw in Maryland permits this and so does an administrative decision by the New York City School Board.

The case in New York City may help to explain the trend. The city already has six special schools for pregnant girls, which provide for the education of 500 girls each year. However, New York City had 2,500 unwed pregnant girls in grades 7 to 12 in the 1968-69 school year. The cost of providing special facilities for that number would be prohibitive, so the Board ruled to allow the girls to stay in regular day school. Other large cities are finding themselves in a similar dilemma.

In addition to the cost factor, the trend to allow pregnant girls to remain in school involves a legal question. The National Council on Illegitimacy advocates the legal right of pregnant girls and young mothers to continue schooling in regular classes. Community action groups have also spoken out on the question. So has the American Civil Liberties Union. In its pamphlet, *Academic Freedom in the Secondary Schools*, the ACLU states: ". . . the right of an education should not be abrogated because of marriage or pregnancy unless evidence proves that the student's presence in the school or classroom does, in fact, disrupt or impair the educational process."

The Atlanta Adolescent Pregnancy Program is a research project involving the Atlanta public schools, the Department of Gynecology and Obstetrics of Emory University School of Medicine, and several community agencies. Funded by the U.S. Children's Bureau, this program attempts to meet the educational, health, and social needs of pregnant school-age girls while they remain in their regular school.

According to its *Progress Report for Fiscal Year 1969-70 and Continuation Grant Request for Fiscal 1970-71*, the reasons pregnant girls are asked to leave school are "illogical." The Report states that many schoolmen say pregnant girls should be kept out of school "for their own protection," because other students will be "cruel and unkind" to them. However, those involved in the Atlanta project have found that the peer group is supportive to the pregnant students and that the "cruel and unkind" thing to do to these girls is to expel them from school.

The Report also notes that schoolmen often contend that for medical reasons, pregnant girls should not be in school. But the Atlanta researchers point out that no one claims that a pregnant housewife is "too delicate" to take care of her children or do her housework, so no one should worry about pregnant schoolgirls carrying books and walking up and down stairs.

The Report continues: "In general, the underlying belief which dictates expulsion from school is that the pregnant schoolgirl is a 'bad girl,' pregnancy being a clear indication that she has had coitus at least once. The AAPP findings, however, indicate that the pregnant schoolgirls are not promiscuous, have usually just begun sexual intercourse, and cannot be differentiated by psychological testing or by any other means from students who are not pregnant." If it is fair to expel a pregnant girl from school because she has experienced coitus, the Atlanta Report continues, ". . . then authorities should expel her coital partner. They should also expel couples who are having or have had coitus but who haven't been 'caught.' "

School-age fathers, married or not, play a vital role in the lives of many school-age pregnant girls. Some school systems that answered the Educational Research Service inquiry on unwed pregnant girls have policies regarding the fathers of illegitimate children. The policies in two systems—one in Florida and one in Texas—require a proven father to withdraw from regular day school at least until the delivery of the baby. One system in Iowa reported that "boys who are responsible for pregnancies of unmarried girls will be excluded when their presence becomes a moral or social problem in school."

However, many experts (including, of course, those involved in the Azusa program) support the idea of involving putative fathers in special programs for pregnant school-age girls. They say that the putative father is usually a boyfriend of longstanding whom the girl is probably still seeing and may eventually marry. They also point out that the boy may need counseling about his problems as much as his girl friend does about hers.

In 1966, a social worker who was hired to deal exclusively with the boys in the Detroit Public Schools' Continuing Education for Girls Program (Pregnant) worked with 63 fathers (32 of whom married the girls). He counseled them about further schooling, helped them get jobs, and advised them on marital and family problems. He found that even though many of these fathers were still high school students, they wanted to help the girl and the baby if possible and did not deny their responsibility toward the girl and the baby.

What is the ultimate solution to the problems of school-age pregnant girls? Perhaps the best answer is for the educational, health, and social agencies to work together to meet the individual needs of each pregnant schoolgirl. □

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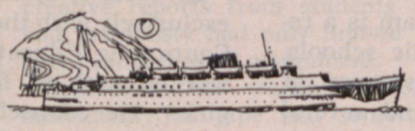

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BIBLIOGRAPHIES:

American Indian Authors: A Representative Bibliography. Lists 157 books by 120 American Indian authors, representing 54 tribes. Also features two supplementary lists—a selection of anthologies of Indian oral and written literature and a list of periodicals published by Indian tribes and organizations. Annotated. 1970. 45 pp. $1. Assn. on American Indian Affairs, Inc., 432 Park Ave. South, New York 10016.

Critical Reading: A Broader View. References listed include the processes of, research on, and teaching of critical reading. Annotated. 1969. 15 pp. 75¢. Intl. Reading Assn., 6 Tyre Ave., Newark, DE 19711.

Reading and the Denied Learner. Annotated bibliography. Offers references for the development of teachers and children. 1970. 33 pp. 75¢. International Reading Association, 6 Tyre Ave., Newark, DE 19711.

UNITED NATIONS WEEK OCTOBER 18-24, 1970

The following inexpensive materials useful for observing United Nations Week are available from UNA-USA, Publication Orders, 833 UN Plaza, New York 10017. Order by catalog number (minimum order $2 plus postage).

9483. **The UN in Your Community: A Leadership Manual.** Features anniversary program ideas for communities, schools, clubs, and the business community, plus suggestions for recruiting leadership and raising funds and for press releases and a list of cooperating organizations. 1970. 24 pp. 75¢.

9475. **The United Nations—After 25 Years.** Contains information on the work of the UN during the past 25 years and a look toward the future. 1970. Pamphlet. 25¢.

9444. **The UN at Twenty-Five.** Resource guide for the anniversary year, which includes background information on the UN, a statement by U Thant, a chart of the UN system, and selected examples of U.S. initiatives taken in the UN. An issue of *Intercom*. 1969. 68 pp. $1.50.

9305. **Controlling Conflicts in the 1970's.** Critical conflict areas that face the international community today. 1969. 62 pp. $1.

9440. **A World To Gain: A Handbook for International Education Year, 1970.** Explores the purpose of IEY and features sections on equal education, education for worldwide understanding, and community action programs. 1969. 48 pp. $1.

0325. **Charter of the United Nations.** 1968. 92 pp. 25¢.

5950. **Universal Declaration of Human Rights.** Reprint, 1966. 25¢.

5650. **Flag Kit.** Flags of the 126 member nations of the UN, which can be cut apart. Also provides small poles. Includes booklet with information on the UN. $2.

ELEMENTARY EDUCATION

Aides to Teachers and Children. Discusses finding and screening aides as well as who they are, what they do, and their education. 1968. 64 pp. $1.50. Assn. for Childhood Education Intl., 3615 Wisconsin Ave., N.W., Washington, DC 20016.

Art & Crafts for Slow Learners. Discusses creativity, planning a program, and displaying children's work. Instructions include picture making, casting, paper sculpture, mobiles, and puppetry. 1969. 48 pp. $1.25. No. 379. The Instructor Publications, Inc., Dansville, NY 14437.

Bicycle Safety Posters. In color. 1969. 9x12 in. Set of eight. Free in limited quantities to schools, educators. Bicycle Institute of America, Inc., 122 East 42nd St., New York 10017.

Children. Interprofessional journal for teachers and others interested in various fields related to children. Published by Children's Bureau of the Department of Health, Education, and Welfare. 1969. Each issue, 44 pp. $1.25 (for 6 issues annually). Supt. Doc.

A Guide for Teaching Poison Prevention in Kindergartens and Primary Grades. Gives background information and understandings to be developed with parents and the community; details learning experiences for the children through interviews, discussion, excursions, dramatic plays, and other activities; and suggests culminating activities, such as exhibits and school assembly programs. 1966. 95 pp. 55¢. PHS Publication No. 1381. Supt. Doc.

GENERAL

Action Photography. Covers black-and-white and color photography and motion pictures. Illustrated with examples of action photography. 1969. 128 pp. Free. Dave Carlson, Honeywell Photographic, P.O. Box 22083, Denver, CO 80222.

The Bookmobile—A New Look. Focuses on current developments in mobile library service. Gives eight, firsthand observations coupled with practical and specific recommendations. 1969. 68 pp. $1.75. No. 14, Public Library Reporter. American Library Assn., 50 East Huron St., Chicago 60611.

Fact Book, Office of Education Programs. Gives information on programs the Office of Education operates, their purpose, who runs them, and how to apply for their benefits. 1969. 95 pp. $1. Cat. No. FS 5.211:11011A. Supt. Doc.

State & Local Responsibilities for Education. A position statement of the Council of Chief State School Officers. Considers the purposes of education in a free society, state responsibility for scope and quality of education, the instructional program, and administrative programs and services. 1968. 116 pp. $1.25. CCSSO, 1201 16th St., N.W., Washington, DC 20036.

Teacher Salary Negotiations. A Case Study and Analysis. Concerns a quasi-negotiatory relationship in which a group of school board members attempted to reach agreement with elected representatives of the local teaching staff. 1968. 84 pp. $1.50. Oregon Education Assn., 1 Plaza Southeast, 6900 Southwest Haines Rd., Tigard, OR 97223.

Tell Me Where To Turn. Reports on the growth of information and referral services to guide people with problems to the agency that can best help them. 1969. 28 pp. 25¢. Pamphlet No. 428. Public Affairs Committee, Inc., 381 Park Ave. South, New York 10016.

SECONDARY EDUCATION

Parent — Teen - Ager Communication: Bridging the Generation Gap. Gives guidance for better rapport. Discusses three areas of conflict between the generations —sex, money, and religion. 1969. 20 pp. 25¢. Pamphlet No. 438. Public Affairs Committee, 381 Park Ave. South, New York 10016.

Upward Bound: A Study of Impact on the Secondary School and the Community. Findings and recommendations on the Office of Economic Opportunity program to motivate students from low-income families and to develop in them the skills necessary for success in education beyond high school. Based on 447 interviews with school personnel, students, and community leaders in 16 cities. 1969. 57 pp. $2. Greenleigh Associates, Inc., 355 Lexington Ave., New York 10017.

Vocational Development of Disadvantaged Junior High School Students. Results of a study to explore the educational-vocational perceptions and expectations of students representing four geographic regions of the United States. Findings reported in 28 tables, which include data on educational-vocational planning, vocational maturity, and participants of school and family as they relate to vocational aspirations. 1969. 88 pp. $2. The Center for Vocational and Technical Education, 1900 Kenny Rd., Columbus, OH 43210. Ohio State University, 242 West 18th Ave., Columbus, OH 43210.

SOCIAL STUDIES

". . . Doing what is right to do." Explains the U.S. foreign assistance program. 1969. 8 pp. Free. Agency for Intl. Development, Department of State, Washington, DC 20523.

Eastern Europe After Czechoslovakia. Analyzes the changes that have been occurring in Eastern Europe. 1969. 64 pp. 85¢. *Headline Series* issue No. 195. Foreign Policy Assn., 345 East 46th St., New York 10017.

Historic Ship Exhibits in the United States. Illustrations and brief historical sketches of monuments and naval memorials. 1969. 70 pp. 70¢. Cat. No. D 207.10/2Sh6/3. Supt. Doc.

The Limpopo Division: A Critique of Two Africas. Discusses Southern, French-speaking, and North Africa. Gives the personal observations of a professor of history and political science who traveled and studied in Africa. 1969. 96 pp. $1.95. Bethany College Press, Bethany, WV 26032.

Natural Resources of Maryland. Describes the state's water, forests, wildlife, history, recreation, and minerals. One of a series which includes 21 other states. 1969. 54 pp. 75¢. Cat. No. I 1.91:M 36. Supt. Doc.

New Views of China's Tradition and Modernization. A bibliographic-interpretive pamphlet for teachers. 1968. 59 pp. 75¢. No. 74. Service Center for Teachers of History, 400 A St., S.E., Washington, DC 20003.

Simulation Games and Activities for Social Studies. Includes such topics as the family and community; producers, consumers, and a market economy; spending and saving; using overhead transparencies. 1969. 48 pp. $1.25. The Instructor Publications, Inc., Dansville, NY 14437.

Standard Time Zone Chart of the World. Depicts 12 internationally recognized standard time zones. Color keyed. 1968. 30 x 40 in. $1. Cat. No. D 208.22:5192. Supt. Doc.

Teaching International Understanding Through Osmosis. Results of the work of the Teacher-to-Teacher Committee of the Michigan Association of Classroom Teachers. Contains materials designed "to imbue within the hearts and minds of . . . students a desire and determination to play a part in the building [of a] peaceful world." With bibliography. 1969. 64 pp. $2. Association of Classroom Teachers, MEA, Box 673, East Lansing, MI 48823.

Your Department of State. Presents information on how the Department works, what it does, and other miscellaneous facts about it. 1969. 16 pp. 15¢. Cat. No. S 1.69:124/4. Supt. Doc.

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports in Desegregation Research: An Appraisal *by Meyer Weinberg,* Education Daily, *and* Research in Education.

What type of preschool program for disadvantaged children is the most helpful?

A four-year study of eight preschool programs in New York State found that cognitive programs worked better than nursery programs in preparing disadvantaged preschool children to learn. The most dramatic results were achieved by the language-dominated programs at Cortland, New York, where children in the experimental groups made IQ gains of about 10 points over a three-year period while children in the control groups experienced a loss in mean IQ. The control groups were offered programs described as traditional nursery education.

Louis T. Di Lorenzo, director of the research, recommended at least two years of prekindergarten schooling for the disadvantaged child to close the gap between socioeconomic groups. This schooling should be primarily cognitive-language oriented. The program should be on a full school-year basis, rather than a summer program, and in programs lasting three hours a day, the child should spend at least 90 minutes a day "on activities which are intrinsically cognitive as distinct from activities which have some cognitive component."

Until enough teachers are available with special training in prekindergarten programs for the disadvantaged, primary grade teachers with special training would function more effectively than nursery teachers with special training, Di Lorenzo reports as a result of his research.

Is there a summary of the many studies made in recent years concerning the effects of school desegregation on students?

Yes. *Desegregation Research: An Appraisal* (second edition) by Meyer Weinberg, City Colleges of Chicago, is an assessment of research on desegregation conducted to date and is unquestionably a bench mark in the field (460 pages). The second edition was published in May 1970 as a project of the Phi Delta Kappa Commission on Education, Human Rights, and Responsibilities and was prepared with financial assistance from the U.S. Office of Education. "Research Clues" for October 1968 reported findings of the first edition.

The second edition summarizes the major effects of school desegregation as follows:

1. Academic achievement rises as the minority child learns more while the advantaged majority child continues to learn at his accustomed rate. Thus, the achievement gap becomes narrower.

2. Negro aspirations, which were found to be already high, become

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even higher; self-esteem rises; self-acceptance as a Negro grows.

3. Tolerance, mutual respect, and occasional friendships are the chief characteristics of student and teacher relations in the desegregated school. Little informal socializing occurs outside school.

4. While culturally different from Negro Americans, Indian Americans and Mexican-Americans do not seem to respond to desegregation in any culturally unique ways.

5. The U.S. Office of Education Equal Educational Opportunity Study and the U.S. Commission on Civil Rights Racial Isolation Study lend strong support to the positive learning and attitudinal effects of desegregation.

6. The effects of desegregation on Negro Americans are evident; the support the Negro community lends to desegregation is widespread. The movement toward black nationalism has thus far, at least, not produced a mass disillusionment with the value of desegregation.

7. Virtually none of the negative predictions of those opposed to desegregation find support in studies of actual desegregation. The negative predictions concerned poorer achievement, lower self-concepts of Negro children, and growing disorder in desegregated schools.

What is the value of group counseling as compared with individual counseling?

The California State Department of Education recently published a study which reported a comparison of junior college students who were randomly (a) assigned to group counseling, (b) assigned to individual counseling, and (c) not assigned to either type. The three groups were compared over a two-year period in persistence, academic achievement, goal motivation, student attitude change, and counselor evaluation of the students' growth in self-understanding.

At the end of the two years, the students counseled individually were rated significantly higher by their counselors in growth of *self-understanding*, while students counseled in groups had a significantly more positive *attitude* toward counseling.

These groups did not differ significantly in persistence, academic achievement, and goal motivation. However, when compared to students not assigned to any type of counseling sessions, they were significantly higher in all three areas. Researchers concluded that when special attention is paid to counseling, students do benefit, regardless of method. □

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a publication entitled "Unfinished Stories for Use in the Classroom," available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036.

What Should Doug Do?

□ Doug left home ten minutes early so that he could walk to school the long way instead of cutting across the big parking lot. Three times this week Walter and Tony, sixth grade boys, had jumped on him from behind a parked car, taken his lunch money, and threatened to beat him up if he told anybody. If they were waiting for him again this morning, Doug thought, perhaps he could fool them by starting early and taking a different route.

When Doug got as far as the Acme Drugstore, he felt safe. He was looking at some model cars in the window of the closed store when he heard Tony's voice. "Hi, Little Moneybags." The plan hadn't worked. Tony was alone, though. Doug thought that since it wouldn't be two against one this time, he might have a fighting chance. He tried to hit Tony, but the big boy grabbed both his arms and kicked him in the shins.

Just then a police cruiser pulled to the curb beside the boys and a policeman got out. "Hey, you guys. What's going on here?" he asked.

Doug was petrified. He wished that he could simply hand over his lunch money to Tony and run. Just last month, his big brother had been in trouble with the police for driving a friend's motorcycle without a license. Now maybe this policeman would arrest him too.

Tony answered the policeman. "I'm just showing Doug a wrestling hold."

"Well, take it easy," the officer said. "You'd both better get along to school."

Tony patted Doug on the back. "Come on, kid. I'll race you to the corner."

Doug knew that once they were around the corner, Tony would take his lunch money and Doug would be lucky not to have his arm twisted or his thumbs bent back.

He wondered what would happen if he told the officer the true story. What if the policeman said, the way his mother always did, "It takes two to make trouble," and took them both to the station house? Doug hated to think of going without lunch again, but his mother had told him that if *he* ever got into trouble with the police, he'd be in even more trouble at home. What should Doug do?

Thoughts To Think Aloud:

1. Do you think the policeman might have arrested Doug?
2. Why do we have police?
3. What might have happened if Doug had told the policeman the truth?
4. Would you have been afraid to ask the policeman for help? □

"I gave math everything I had —which was next to nothing."

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TEACHING POSITIONS IN FOREIGN COUNTRIES

The new 1971 Edition of ***The Teachers Guide To Teaching Positions in Foreign Countries*** contains up-to-date information about 40 private and governmental organizations seeking teachers. General and personal requirements, kinds of schools and geographic areas served, and addresses for application forms are included. More than 100 pages of valuable information and addresses including a survey of foreign embassies! ! !

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NEA Educational Travel Division—programs that provide educators with the highest quality travel at the lowest possible cost. Through college cosponsorship of certain tours, teachers, students, and administrators may earn academic credit.

NEA RESOLUTIONS

(*Continued from page 63*)

CONTINUING RESOLUTIONS

C-4. Desegregation in the Public Schools

The National Education Association believes it is imperative that desegregation of the nation's schools be effected. Policies and guidelines for school desegregation in all parts of the nation must be strengthened and must comply with Brown *v.* Board of Education; Alexander *v.* Holmes County Board of Education, Mississippi; other judicial decisions; and with civil rights legislation.

The Association recognizes that acceptable desegregation plans will include a variety of devices such as geographic realignment, pairing of schools, grade pairing, and satellite schools. These arrangements may require that some students be bussed in order to implement desegregation plans which comply with established guidelines adhering to the letter and spirit of the law. The Association urges that all laws of this nation apply equally to all persons without regard to race or geographic location.

The Association will continue to oppose vigorously desegregation plans and practices that result in the systematic displacement or demotion of black principals and teachers. It urges federal agencies charged with approving and enforcing plans to do the same.

The Association believes that educators must have a voice in the decision-making process that involves transfer of educators to achieve racial balance. (69,70)

C-10. Improvement of Instruction

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. Much of the responsibility to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school.

The Association urges local affiliates to involve members and those affected in the development and implementation of programs for instructional improvement, curriculum development, and individualization of instruction relevant to the needs of the students.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association further recommends that the profession, in cooperation with other interested groups, establish standards of quality that will prevent the distribution and use of inappropriate products. (69,70)

C-16. Conversion to the Metric System

The National Education Association believes that a carefully planned effort to convert to the metric system is essential to the future of American industrial and technological development and to the evolution of effective world communication. It supports federal legislation that would facilitate such a conversion.

The Association declares that, commencing with the 1971-72 school year, teachers of all grades should teach the metric system as the primary system of weights and measures of the United States. (69,70)

C-18. Human Relations Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Human Relations Day," in memory of Dr. Martin Luther King, Jr. The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances on this date that will promote goodwill among men. (69,70)

C-20. Federal Support of Public Education

The National Education Association seeks federal support of public education in line with the following principles:

a. That federal programs comply with current civil rights statutes and judicial decisions.

b. That there be substantial general federal support of the whole of public education.

c. That present federal programs of specific aids be continued, expanded, and improved by consolidation and simplification of administration, and modified so that all federal monies for elementary and secondary education, educational goods and services, either direct or indirect, shall be expended solely for the support of public schools. The federal government must be responsible for the added costs of educating youth whose presence in the local district is due to federally connected jobs or programs.

d. That further expansion of federal support to education be general in nature, and that these funds be allocated without federal control for expenditure and suballocation by state education agencies.

e. That the amount of aid be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. That legislation be consistent with the constitutional provision respecting an establishment of religion and with the tradition of separation of church and state, with no diversion of federal funds, goods, or services to nonpublic elementary and secondary schools.

g. That the legislation contain provision for judicial review as to its constitutionality.

h. That all federally supported educational programs, including those now assigned to other federal agencies (except those programs designed to train armed forces personnel), be administered by the U.S. Office of Education.

i. That where federal funds are presently provided to K-12 nonpublic schools, these funds be discontinued; however, until such funds are dis-

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continued, these funds shall be controlled by public education agencies and be limited to tuition-free schools that meet all standards required of public schools. (This is not intended to apply to federal school lunch and milk programs.) (69,70)

C-21. Professional Salaries

The National Education Association believes that the salary policy of any school system should be based on clearly defined factors which are applicable to salaries for all professional services including summer school, after-school activities, federally supported programs, and research and writing assignments. Teachers shall not be required to perform extra duties within the school day. No professional group should be overlooked in the establishment of such policies.

The Association believes that salary scales for principals, other building supervisors, and central-office administrators should be related to the salary schedule for teachers by ratios which reflect differences in assigned responsibilities and length of contract year. Said ratios should be developed and applied in such manner as to grant equal salary differentials for equal amount of advanced preparation.

The Association believes that a professional salary schedule for teachers should—

a. Be based upon preparation, teaching experience, and professional growth.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry.

e. Provide a differential of 15 percent or more between the scheduled minimum salaries for the bachelor's degree and master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 7 percent of the bachelor's degree minimum.

g. Provide for doubling the bachelor's degree minimum in the master's degree class and for advancing at least to a ratio of 2.5 times the bachelor's degree minimum with advanced preparation beyond the master's degree class.

h. Establish salary credit for intermediate preparation levels between full-year classes to encourage academic advancement beyond the bachelor's degree.

i. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

j. Place newly appointed teachers on step according to their teaching experience, allowing full credit for all previous service outside the district.

k. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

l. Be developed through the process of professional negotiation. (69,70)

C-32. Professional Negotiation and Grievance Procedures

Addition: The Association will cooperate with its affiliates to encourage new teachers to accept initial employment in those areas or districts where master contracts have been negotiated with the professional organization.

Members of the profession should be involved in the recruitment, appointment, orientation, evaluation, transfer, promotion, and dismissal of all professional personnel.

C-36. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that laws in each state must provide for the continuing employment of educators.

The Association also believes that provisions in state laws and master contracts must afford educators, before demotion, dismissal, or nonrenewal of contract for good and just cause, the following:

a. Timely and adequate notice of hearing, including a statement of charges

b. A fair hearing with opportunity to confront and cross-examine witnesses and to present argument and evidence in defense

c. Representation by legal counsel

d. A decision based upon the evidence adduced at the hearing, with a statement of the reasons for the decision and evidence relied upon by an impartial decision maker.

The Association urges its affiliates to seek the inclusion of these provisions in state laws and master contracts and will support its affiliates in such efforts. (69,70)

C-39. Civil Rights

The National Education Association believes in and is committed to achieving a racially integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, and economic status that prevent some citizens from exercising rights that are enjoyed by others, including liberties defined in common law, the Constitution, and statutes of the United States. All individuals must have access to public education, to the voting booth, and to other services that are provided at public expense that will make them effective citizens. All individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in determining their future. (69,70)

C-42. Strong Professional Associations

Addition: The Association believes that members should be compensated while serving as elected officers of local affiliates.

C-44. Representation on Bodies of the Association

The National Education Association shall be represented by a majority of classroom teachers on each of its appointive bodies that are intended to be generally representative of the interests of educators. In selecting persons to serve, the President or the Executive Committee shall, as terms expire, raise classroom teacher representation to at least 75 percent.

The Association shall also, as vacancies occur, include at least one member of a minority group on each of its appointive bodies. (69,70)

C-46. Minority Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association of his choice in any community or state. The right shall not be denied by constitution or practice on racial grounds.

Association units shall not allocate Association funds for or arrange or engage in any activity, program, meeting, or conference in which the participation of members of minority groups is in any manner impeded. . . .

C-48. Withdrawal of Services

The National Education Association recognizes that in some school systems the deplorable conditions in education have brought about crises.

The Association recommends several procedures to be used in resolutions of impasse. They are mediation, fact-finding, arbitration, political action, and sanctions. The Association believes that these procedures should make the strike unnecessary and recommends that every effort be made to avoid the strike as a procedure for the resolution of impasse.

The Association realizes that teachers may have no choice but to resort to a withdrawal of services as the only means of attracting public attention to, and correcting conditions in, situations (a) where conditions make it impossible for teachers to provide quality education, (b) where solutions have been proposed but have not been conscientiously explored, and (c) where solutions have been proposed but not consummated. The Association supports efforts by local and state associations to obtain repeal of state laws that prohibit withdrawal of services.

The Association denounces the staffing of schools with untrained, unqualified, or noncertificated persons at any time and especially at a time when teachers withdraw their services in an effort to establish conditions that will make it possible to provide high quality education.

The Association reminds its affiliates that seek aid in times of crises that the Association should be involved at the earliest possible time.

At the outset of withdrawal of services, or where schools remain open during a withdrawal of services, administrative and supervisory personnel may remain within the schools or take other precautions to provide for the safety of students and the protection of property. However, during the withdrawal of services by a recognized professional organization, no attempt shall be made by any member of the profession in the affected school system to provide for an instructional program. School boards should officially close schools when work stoppage is declared by the recognized professional organization. Schools should remain closed during the period of withdrawal of services.

The Association directs its officers and staff to develop guidelines on the role of supervisory and administrative personnel when a withdrawal of services occurs. (69,70) □

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AFTER ALL

□ **You will find in this issue of** TODAY'S EDUCATION the resolutions adopted by the NEA Representative Assembly in San Francisco this past summer. Don't dismiss them as words which sound pretty good but have no relevance for you and your teaching. There is a direct relationship between these resolutions and the individual NEA member.

We're devoting this month's "After All" to a discussion of how a member can or does influence the Association's stand on various topics. Next month we'll explain how NEA resolutions affect the individual teacher and his profession.

Let's look at one member, Richard Porter, a mathematics teacher from California, who strongly believes that the NEA resolution adopted at the 1968 convention supporting a carefully planned effort to convert to the metric system should carry a target date. He might have limited his action in the way many people have a habit of doing, by merely saying something ought to be done. He didn't, though. He spearheaded the effort that resulted in passage of this addition to the resolution:

"The Association further declares that commencing with the 1971-72 school year, teachers of all grades should teach the metric system as the primary system of weights and measures of the United States."

The success of this math teacher in translating his conviction into resolution indicates that he knows the associational ropes. Not all members have this know-how, but the channels are open to all, nevertheless.

How should *you* go about getting an idea of yours into the official policy of the Association? JOURNAL editors asked this question of Adeline Brengle of Indiana, chairman of the 1970 Resolutions Committee.

Send your proposal, she said, to your state representative on the national Resolutions Committee or to the chairman of the Resolutions Committee or to the staff contact in Washington. Your proposal will go to the five-man Editing Committee of the Resolutions Committee which, after studying it along with the many others submitted, may include it—now a part of a carefully worded whole—in the preliminary report. This report goes to the entire membership via the *NEA Reporter* in April.

Next, the Resolutions Committee (each state is entitled to as many members on this committee as it has on the Board of Directors) considers the preliminary draft and makes additions and changes suggested by its own members and by NEA readers who studied the *Reporter*. If your proposal survives this scrutiny, it will go into the printed report to be voted upon by delegates at the summer meeting.

However, if your proposal has fallen by the wayside, you have opportunity at the Open Hearings on Resolutions, held early in the convention, to present your case. (Those who are not themselves delegates have to secure preconvention commitment to their cause from a delegate who shares their viewpoint and is willing to fight for it.)

If your idea does not make the grade at the Hearings, you'll have opportunity to plead for it—on the floor of the assembly. In the meantime, you will have attended your state delegation meetings and urged support by your delegation.

Your proposed resolution, when introduced on the floor, may have no connection with any other resolution under consideration by the assembly, in which case passage will take a two-thirds vote. If, however, it is germane to another resolution, you may introduce it as an amendment, which can be passed with only the majority vote required for other resolutions.

Chances are you don't go to the convention carrying the torch for one proposed policy item but nevertheless have real interest in the body of resolutions up for consideration. Because you can study the preliminary draft in the *NEA Reporter*, you have tentatively decided how you stand on the various issues. (If you won't be attending, you can make your reactions known to a delegate who will represent your state or local association.)

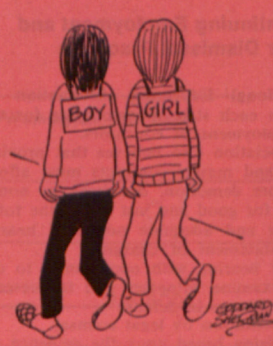
At the convention, you will attend meetings of your state delegation and hear discussion of the more controversial resolutions which will be coming up and you can go to the Open Hearings of the Resolutions Committee. Probably you will also have heard many of the issues threshed out at the delegate assembly of the Association for Classroom Teachers earlier in the week.

At the NEA business sessions, discussion from the floor will clarify the current resolutions (those requiring immediate action) and the continuing resolutions (those of a more permanent nature). After hearing differing points of view, you and the nearly 8,000 other delegates will vote to accept, amend, or reject the various items.

And when you go back home, you will take with you a bunch of resolutions which will set the policy of the NEA for the coming year and determine its direction.

Next month we'll try to show you, on this page, how the Association will implement its policy on Mr. Porter's resolution on the metric system and the 82 other resolutions passed by the Representative Assembly in San Francisco.

Meanwhile, whether you voted on the resolutions in person or were represented by delegates from your local and state associations, please turn back to page 60 and read carefully. If you're a fast reader, you can read the entire feature in 15 minutes; if a slow reader, you may take an hour. In either event, your time will be well spent. □



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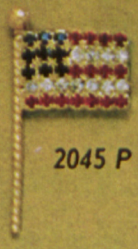

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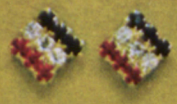

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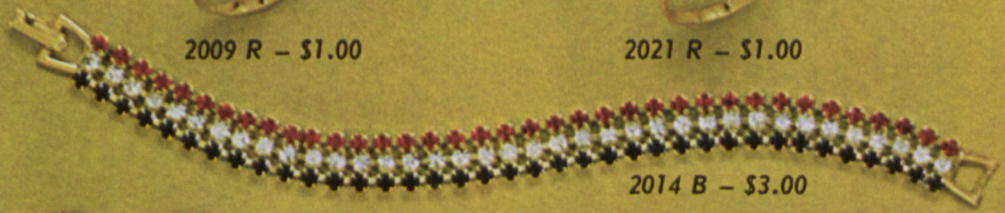

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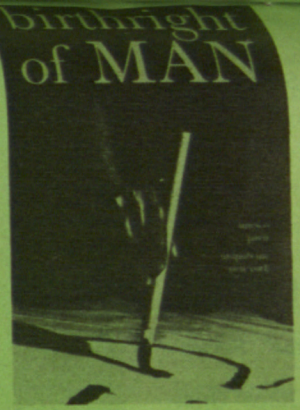

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